NOV 30 1931

American Vocational Association

NEWS BULLETIN

VOLUME VI NUMBER IV

THE STATUE OF LIBERTY

PUBLISHED IN INDIANAPOLIS, INDIANA NOVEMBER, 1931

LEADERSHIP

IN THE INSTALLATION OF
PRINTING IN ALL KINDS OF SCHOOLS

More than three thousand schools have installed printing equipments during the last twenty years. Practically all installations were made by the American Type Founders Company. There are several good reasons for this preferment

• First of all, this Company is a nation-wide organization with twenty-five Selling Houses carrying a complete line of type, printing equipment and supplies. Each of these selling houses can furnish promptly to any school within its territory any required item, from a gauge pin up to a Kelly Automatic Press. Only an organization like the American Type Founders Company is in a position to render such satisfactory service with promptness and dispatch.

• In the second place, American Type Founders Company has been the preëminent leader in the printing industry in designing practical type faces of both classic and modern styles, and in developing a splendid line of printing machinery and equipment to meet ever increasing demands for efficiency in production.

• Finally, a high standard of business ethics and integrity requires that every customer shall receive the very best service possible in the way of expert advice relative to his particular requirements. To this end, and realizing that school printing laboratories present problems differing from those of commercial printing plants, an Education Department is maintained, with a staff of experienced educators, from whom any school may receive reliable counsel in planning and organizing its printing department. By means of this service, which is rendered without charge, school officials may obtain an efficient layout showing how the proposed printing equipment should be arranged to secure best results in instruction, together with specifications of every item required to equip the plant properly.

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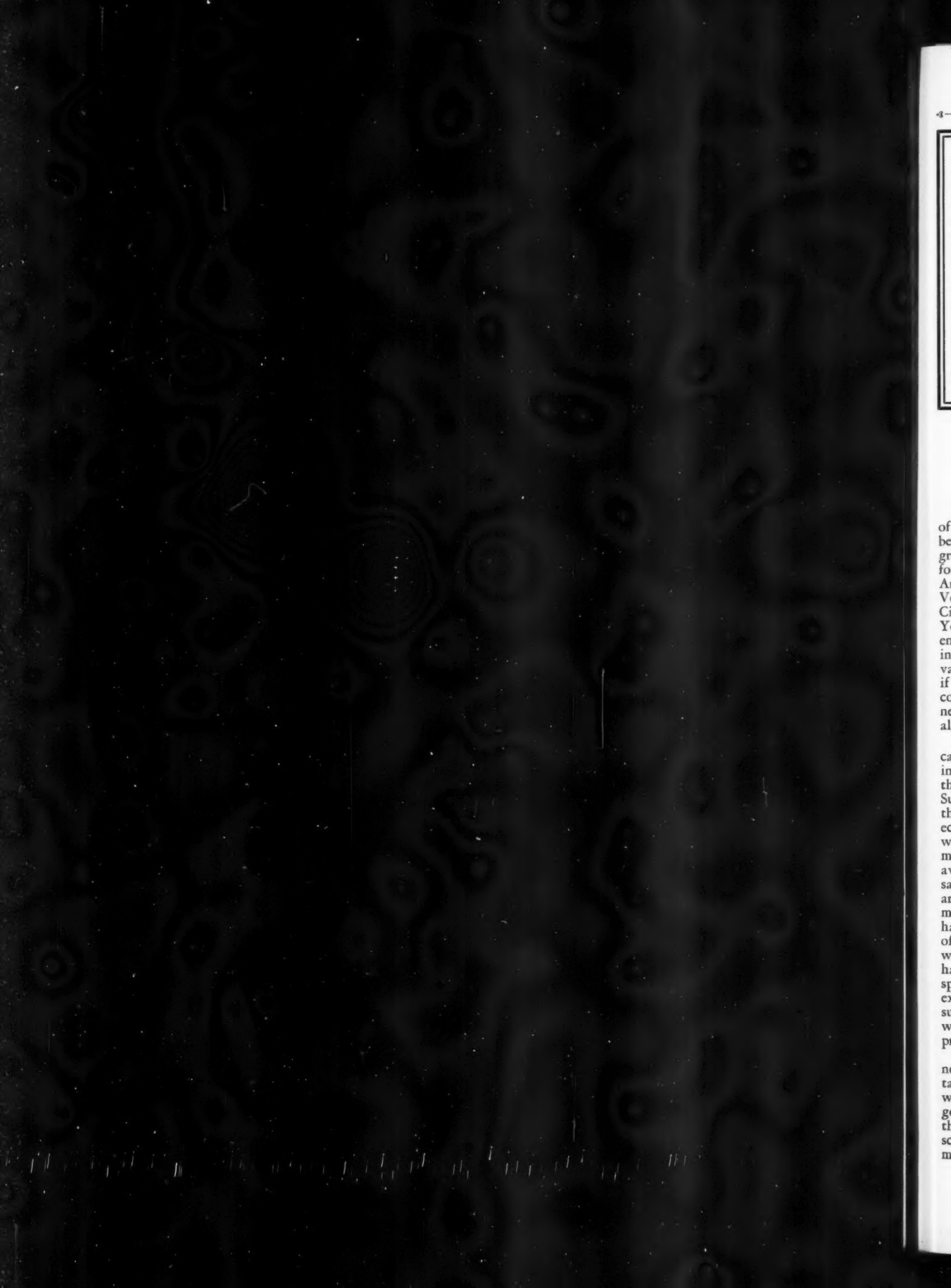
EDUCATION DEPARTMENT

American Type Founders Company

300 Communipaw Avenue, Jersey City, N. J.

This advertisement is set in Stymie Types, a showing of which will be sent upon request.



American Vocational Association
NEWS BULLETIN

VOL. VI NOVEMBER 1931 NO. IV

PUBLISHED QUARTERLY BY THE AMERICAN VOCATIONAL ASSOCIATION

THE COMMITTEE ON PUBLICATIONS

R. W. GREGORY, CHAIRMAN
ROOM 225 STATE HOUSE

ADDRESS COMMUNICATIONS PERTAINING TO ADVERTISING *to* STUDIO PRESS, *Publishers* 340 Century Bldg. Indianapolis

Z. M. SMITH, SECRETARY
INDIANAPOLIS, INDIANA

ANNUAL SUBSCRIPTION PRICE TO MEMBERS OF THE ASSOCIATION, TWENTY-FIVE CENTS

ENTERED AS SECOND-CLASS MATTER SEPT. 8, 1926, AT THE POST OFFICE AT INDIANAPOLIS, IND., UNDER ACT OF MARCH 3, 1879

THE PRESIDENT'S MESSAGE

CHARLES M. MILLER, *President of the American Vocational Association, Topeka, Kansas*

No one can have read the last issue of The News Bulletin without having been impressed with the fact that a great treat is in store for those who are fortunate enough to attend the Sixth Annual Convention of the American Vocational Association in New York City, December 9, 10, 11, and 12. New York is making elaborate plans for the entertainment of the convention. Nothing else perhaps has greater educational value in it to make the trip worth while if there were no program. But we are convening on much more serious business than that of sightseeing even with all its educational value.

There is not space here to discuss the causes of the present economic situation in which we find ourselves, even if I had the ability to discuss it intelligently. Suffice it to say that everyone recognizes the fact that important social and economic changes must be wrought within the next few months. There are more abundant supplies of food stuffs available than ever before and at the same time more hungry people. There are more abundant supplies of raw material for clothing than the world has ever seen, and more people in need of them who are without resources with which to obtain them. All this situation has brought about a general widespread demand for curtailing public expenses. By this demand schools will suffer most, and education is a thing we need most to lead us out of the present situation.

It is but natural that those in economic distress and unable to pay their taxes turn for relief to the thing for which their tax money is used. Local government is closest to them; it is the thing they see every day, and schools are a part of that local government. Schools are looked upon by some as being unnecessarily expensive. Some even go so far as to say they are a waste of money which, of course, is not true.

What we really need is a sound economic readjustment by which the millions of men and women who are now unemployed can be economically rehabilitated and placed on such economic basis that they will be able to pay their share of taxes, and thereby contribute toward public education and roads and government. They want good schools and are willing to pay for them; they want good roads and will pay for them; they want efficient government and will not object to paying if only they have the ability to pay and the assurance that their money is being safeguarded against extravagance and fraud. When these millions of unemployed become able to buy, the farmers' difficulties with ridiculously low prices will have been solved and they too will be able to meet the tax demands necessary to carry on our program of public education and other government functions. Then no complaint will be heard against public expenditures from the farmers of the country.

No sensible person will for a minute condone extravagance in the use of public funds; extravagance is never justified, but schools and government are necessary. Civilization cannot stand without them and no sensible person will be willing to see them seriously handicapped. If it were possible without revolution to cease paying taxes entirely and let every tax supported activity come to a sudden end, the economic situation would not have been adjusted, for taxes represent only a small part of the difficulty. And taxes for current expenditures represent a still less part of the difficulty. Expenses for war make a much heavier burden. The difficulty lies not in the amounts to be paid but in the inability of our people to pay any amount. How much better then it would be for people to turn their attention to seeking out the causes of our present difficulties and means of returning to a sound economic basis rather than to give their energy to destroying the most vital institution we have—Education.

But Dr. William F. Russell in Journal of Adult Education for June 1931, has expressed the thing so well that I quote "The Need for Adult Education".—

> "Bad times should be busy times in education, especially adult education. If the contention of this argument be well founded, education should redouble its strength in times of economic depression. The life insurance company does not cut down its educational department during an influenza epidemic, nor effect economies by combining jobs or restricting material supplies. When automobile accidents increase, the casualty companies do not, on that account, cease their propaganda for safety in driving and in teaching the rules of the road. But when people are out of work and incomes are cut, the tendency is all in the direction of decreasing expenditures for education. This is poor policy and will prove to be false economy in the long run. When seas roll high and tempests blow, we need new sails and strong rigging.
>
> "This is the very time when the educator is needed most urgently; and if we would avoid the coming of communism as one possibility, or the dole as another, or the apple seller and beggar as a third, we must turn to education as a social vaccination

Continued on Page 2

OFFICERS OF AMERICAN VOCATIONAL ASSOCIATION

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THE NEWS BULLETIN
Published by The American Vocational Association

R. W. Gregory, Editor
Room 225, State House
Indianapolis, Ind.

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Room 225, State House
Indianapolis, Ind.

Sixth Annual Convention American Vocational Association Inc.

NEW YORK CITY

December 9, 10, 11, 12, 1931

Headquarters—HOTEL PENNSYLVANIA

GENERAL SESSIONS

Wednesday evening, December 9.
1. One speaker.
2. Get together, get acquainted.
3. Dancing.

Thursday evening, December 10.
1. Banquet and dance.

Friday afternoon, December 11.
1. Business session.
2. "THE SHIP" prize awards. (The SHIP will not put on an entertainment at this time, but will cooperate with New York and New York City in putting on the Wednesday and Thursday eveing programs).

Friday evening, December 11.
1. Two or three speakers representing
   a. Agriculture.
   b. Labor.
   c. Commerce.

SECTION MEETINGS

Thursday forenoon and afternoon.
1. Agriculture.
2. Home Economics.
3. Industry.
4. Commerce.

The programs for these four general section meetings are being arranged for by Dr. L. A. Wilson with the cooperation of the respective vice presidents of the A. V. A.,—namely Ray Fife, Margaret Edwards, Wesley A. O'Leary and Regina Groves.

The general theme of these *eight* meetings will be "Social and economic trends in America." The speakers will be outstanding representatives actively engaged in the vocations in these respective fields.

Friday forenoon and Saturday forenoon.

Section and sub-section meetings.
1. Agriculture.
2. Trade and Industry.
3. Home Economics.
4. Commerce.
5. Civilian Rehabilitation.
6. Vocational Guidance.
7. Part-time.

Each of the vice presidents will be responsible for the program for their respective sections and sub-sections for both Friday forenoon and Saturday forenoon.

The theme of these sections and subsection meetings will be "What is vocational education doing to prepare wage earners to adjust themselves effectively to the social and economic trends in America as portrayed by the speakers in the general section meetings for Thursday?"

The President's Message

Continued from Page 1

against industrial ills. If we are competent and know what we are doing, if we can plan wisely and judge what is to come, if we are able to put into practice what we know to be right; then in good conscience we can bend our best efforts to extend education to every child, youth, and adult, secure in the knowledge that we are advocating increased support of an activity that is neither minor nor peripheral, nor a luxury, but rather striving to adjust itself to the complexities of the machine age."

Within the months and years just ahead every activity for which public funds are used will be subjected to the acid test, and the test will be whether or not this or that activity yields a dividend on the funds expended for it. The best defense for education in such a situation is for those engaged in it to see that it does yield a dividend, to make it so effective that those in charge of the purse strings will recognize it as a necessary function. Education does cost money but it is worth it. The so called high cost of education is insignificant compared to the cost of doing without it.

This is the golden opportunity for vocational education to prove its worth. It is the opportunity for vocational education to declare dividends in the form of a great body of better trained citizens; persons better equipped to meet just such situations as these. We shall be faced, of course, with shrinking budgets or with threats in that direction, but it will not be difficult to point out that the dividends yielded on funds invested in vocational education are ample to justify its existence. There are numerous examples of men and women workers who had been in regular attendance upon vocational classes being retained on the pay roll while others were dismissed in the retrenchment activities of the past several months. It will not be difficult to show that the total amount of funds used for vocational education will amount to so small a part of the total tax bill that it becomes insignificant.

These problems cannot all be solved in the New York Convention but the fact that these problems face the whole country makes it doubly necessary that we meet in conference to consider them and study them and seek a solution.

My final word through The Bulletin before the convention is to urge everyone interested in the program of vocational education for its economic worth to go to New York prepared to participate in the most serious discussions that any convention of the American Vocational Association has conducted.

ACKNOWLEDGEMENT

We are indebted to the Art Department of the Arsenal Technical High School of Indianapolis for the special art work used in this issue. The drawings were prepared under the direction of Mrs. Roberta Stewart, Department Head.

AMERICAN VOCATIONAL ASSOCIATION MEMBERSHIP

	1924 Dec. 11	1925 Aug. 31	1926 Dec. 1	1927 Dec. 16	1928 Feb. 1	1929 Jan. 1	1930 July 1	1931 July 1
Alabama	100	35	128	121	158	172	231	222
Arizona	....	1	1	....	10	20	22	68
Arkansas	....	4	51	62	69	52	51	117
California	....	11	410	939	995	140	189	254
Colorado	....	2	2	1	1	60	47	129
Connecticut	....	9	52	....	79	75	178	174
Delaware	71	13	60	65	66	97	115	72
Florida	....	....	44	45	50	61	42	56
Georgia	....	5	4	37	51	222	253	302
Hawaii	....	1	....	....	1	....	1	....
Idaho	....	....	1	20	20	23	27	29
Illinois	....	36	233	507	507	1,015	907	1,399
Indiana	195	337	254	222	265	304	410	459
Iowa	....	4	146	153	153	165	165	178
Kansas	11	8	93	117	118	97	154	148
Kentucky	....	5	205	5	69	2	103	65
Louisiana	....	3	5	....	4	3	164	92
Maine	48	231	58	82	82	76	145	134
Maryland	....	6	75	15	17	81	87	107
Massachusetts	....	49	12	....	4	14	7	87
Michigan	132	137	229	202	202	192	155	170
Minnesota	....	13	27	61	61	56	65	95
Mississippi	....	1	38	39	39	60	159	94
Missouri	1	21	21	131	188	349	344	361
Montana	....	....	....	....	2	1	1	15
Nebraska	....	3	8	....	5	6	27	82
Nevada	....	2	1	30	30	26	31	26
New Hampshire	....	19	2	1	1	1	1	2
New Jersey	....	47	50	43	45	187	91	97
New Mexico	....	1	....	38	38	22	30	38
New York	1	249	24	2	46	880	844	1,546
North Carolina	....	2	44	30	30	95	65	70
North Dakota	....	1	2	38	48	33	39	55
Ohio	176	211	221	184	193	453	592	578
Oklahoma	....	5	28	3	23	61	150	153
Oregon	....	....	....	47	53	55	79	122
Pennsylvania	330	297	382	358	396	899	485	627
Rhode Island	....	7	1	....	....	....	....	....
South Carolina	8	7	160	9	9	128	179	195
South Dakota	....	1	....	....	....	1	5	29
Tennessee	....	8	....	23	91	106	97	161
Texas	148	137	131	222	230	211	391	419
Utah	....	2	....	....	13	37	29	39
Vermont	....	1	2	....	....	5	3	....
Virginia	....	54	81	65	65	238	255	281
Washington	....	1	2	....	6	1	24	34
West Virginia	....	6	36	24	24	30	63	91
Wisconsin	1	33	279	291	299	736	801	999
Wyoming	....	2	1	....	4	7	32	34
District of Columbia	....	17	15	1	11	16	16	11
Canada	....	8	5	2	3	6	2	15
Mexico	....	....	....	....	1	....	....	....
Scotland	....	....	....	....	....	1	....	....
Russia	....	....	....	....	....	....	....	1
New Brunswick	....	....	....	....	....	....	....	1
Porto Rico	....	....	....	....	....	....	....	1
Totals	1,222	2,053	3,624	4,235	4,875	7,568	8,353	10,534
Total Number of Life Members								87
Total Membership								10,621

Main Building at the State Institute of Applied Agriculture, Farmingdale, N. Y.

This "Miller from Kansas" knows how to get your order. Don't try to bolt on him for he will give you a pound for a pound on every move you make. The convention machinery will run smoothly, and we will wager there will be "Grist."

AGRICULTURAL EDUCATION TRIP IN NEW YORK

A. K. Getman

Chief Agriculture Education Bureau, New York State Education Department

In making plans for attending the 1931 meeting of the American Vocational Association in New York City, December 9-12, the attention of visitors is directed to the inspection tour that will be arranged for those who wish to get a quick picture of the program in agricultural education as it is in operation in New York State.

The trip will be arranged to start from Syracuse on Monday morning, December 7, including visits to two or three high school departments of agriculture near Syracuse. Tuesday will be spent at Ithaca visiting Cornell University and observing the teacher training program at the University and at the practice school at Trumansburg. Also on the return trip to Syracuse the State School of Agriculture, Morrisville will be visited. Tuesday evening the party will embark for New York City. Since Syracuse is on the main line of the New York Central, stop overs on through convention tickets will be possible.

The trip will be continued from New York City on Wednesday to the State Institute of Applied Agriculture at Farmingdale on Long Island. The State Institute is the largest of the six State Schools of Agriculture in New York. Boys and young men attend this school from the metropolitan area and from south eastern New York.

NEW LIFE MEMBERS

D. M. CLEMENTS
State Supervisor of Vocational Agriculture, Tennessee

The Future Farmers of Tennessee went into action early this fall and as a result, the American Vocational Association has a new life member. Mr. D. M. Clements, State Supervisor of Vocational Agriculture, is the direct beneficiary of this action and is to be congratulated. This is the first instance on record where the Vocational Agriculture pupils of a state have so honored their State Supervisor and stands as irrefutable evidence that here is one "General" who gets into the "front trenches" often enough to be loved and respected by the boys on the firing line.

Mr. Clements is Alabama born and Alabama trained but most of his professional experience has been in the State of Tennessee. After graduating from the Alabama Polytechnic Institute in 1910 with a B. S. degree in agriculture, he managed a farm at Bellamy, Alabama, for one year and then became teacher of agriculture at Lynnville, Tennessee, where he remained until 1914. He taught agriculture at Grove High School, Paris, Tennessee, from 1914 to 1919, the latter two years having the work organized on a Smith-Hughes basis. On July 1, 1919, Mr. Clements was elected to his present position where he has rendered conspicuous service ever since.

From 1912 to 1918, Mr. Clements was in summer session work at the University of Wisconsin and in 1927, he received his Masters Degree from Peabody College. Now he can carve another "notch in his gun" and feel great satisfaction in doing so. Again we congratulate him and the Future Farmers of Tennessee.

Orville H. Turner was born near Hallsville, Boone County, Missouri, November 23, 1872, and has always lived in Missouri except for about one year spent in the State of Texas when about ten years old. He received his early education in the public schools of his native county and in the Centralia High School. The University of Missouri at Columbia is his Alma Mater, where he graduated in 1899 with the degree of Bachelor of Science in Electrical Engineering. He was the valedictorian of the engineering class of '99 and is a member of Tau Beta Pi, the honor fraternity of the engineering alumni. During the eight years of Mr. Turner's college life he spent three years teaching in the public schools of Boone County as it was necessary for him to work his way through the university.

For four years immediately after graduation he was engaged in telephone work in Randolph and Howard Counties. Another four year period was spent in New Franklin where he published the Howard County News. After two years in the electrical contracting business at Columbia, he was employed as sales engineer for the Union Electric Light and Power Company in St. Louis.

Mr. Turner was appointed as instructor in electricity at The David Ranken, Jr., School of Mechanical Trades in 1913. In 1919 he was appointed Assistant Superintendent of the school to succeed H. Giles Martin, now Director of the Isacc Delgado Central Trades School in New Orleans. Mr. Turner was a co-worker with the late Lewis Gustafson for fourteen years and succeeded him as Superintendent in April, 1928.

O. H. TURNER
Superintendent, The David Ranken, Jr., School of Mechanical Trades

He has been a regular attendant at the convention of the American Vocational Association since its organization and of the two former vocational associations since 1919. He is a member of the Board of Directors of the Trade School Principals' Association, one of the sectional activities of the A. V. A., and was its president last year.

At a recent meeting of the Board of Trustees of The David Ranken, Jr., School of Mechanical Trades a resolution was adopted awarding a Life Membership in the American Vocational Association to Mr. Turner as a recognition of the esteem in which he is held by the Board.

AGRICULTURAL EDUCATION IN NEW YORK STATE

High School Departments of Agriculture

New York is starting on its twenty-first year of agricultural teaching. An amendment to the Education Law in 1910 permitted the teaching of agriculture in the schools of the State and provided for State aid to schools setting up courses that were organized in accordance with the regulations of the State Education Department. The office of Specialist was created in the State Education Department at the time.

The following year seventeen schools located at Belleville, Hannibal, Albion, Tully, Belmont, Gowanda, Hancock, LittleValley, Highland, Lowville, Millbrook, Moravia, Newark Valley, North Cohocton, Perry, Red Creek and Walton offered courses in agriculture. Of the number eleven are still maintaining agricultural departments. Plans are under way in at least three others to re-establish the work.

Instruction for the first and second years was largely in the nature of book recitations, conducted by a teacher employed for the school year only. Soon it became apparent that a closer tie up with home practice and community life was necessary. To meet this need home projects as an outgrowth of the school instruction were encouraged and extra credit provided. The home project in 1914 was made a required part of each year's instruction.

The development of the home-project idea set up at that time and extending over the past twenty years has made apparent the need for even broader experiences on the part of pupils than those provided through one or two home projects. The program in operation in every school at present is the comprehensive program of supervised

Continued on Page 8

CONVENTION HEADQUARTERS
HOTEL PENNSYLVANIA

New York City Hotels Accessible to Convention Headquarters

	Rates Per Day Rooms with Bath	
The Governor Clinton 7th Avenue & 31st Street	Single	$3.00—$ 5.00
	Double	$5.00—$ 8.00
***Grand Hotel** Broadway & 31st Street	Single	$2.50—$ 3.50
	Double	$3.50—$ 4.00
***Imperial Hotel** Broadway & 32nd Street	Single	$2.50—$ 7.00
	Double	$4.00—$ 8.00
***McAlpin Hotel** Broadway & 34th Street	Single	$3.50—$ 8.00
	Double	$5.00—$ 8.00
New Yorker Hotel 8th Avenue & 34th Street	Single	$3.50—$10.00
	Double	$5.00—$12.00
Pennsylvania Hotel 7th Avenue & 32nd Street	Single	$4.00—$10.00
	Double	$6.00—$12.00
Prince George Hotel 14 East 28th Street	Single	$3.00—$ 4.00
	Double	$4.00—$ 6.00
***Wolcott Hotel** 4 West 31st Street	Single	$3.00—$ 3.50
	Double	$4.00—$ 5.00
***York Hotel** 7th Avenue & 36th Street	Single	$3.00—$ 3.50
	Double	$4.00—$ 5.00

* **Also rooms without bath.**

Making Use of a Committee Report

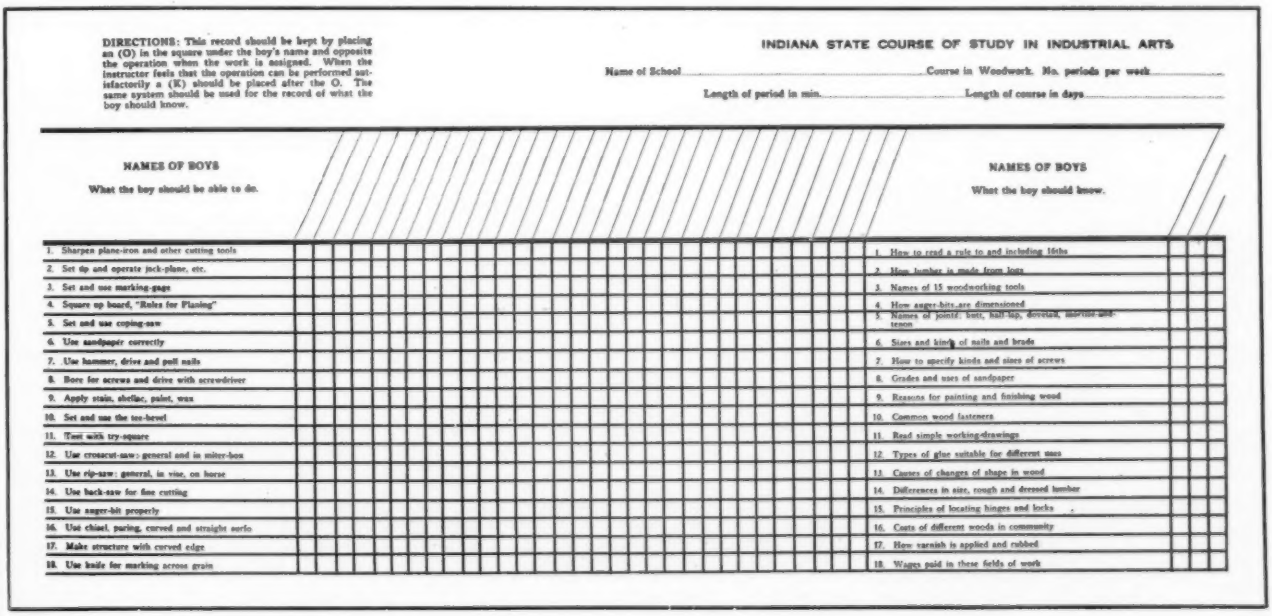
USING A STANDARDS CHART IN INDIANA

The Industrial Arts Standards Committee of the American Vocational Association made a report at the Milwaukee meeting as to what might be taught to boys in the junior high schools. This report was organized to cover, first, "The things a boy should be able to do," and, second, "The things that a boy should know," at the end of the junior high school period.

These were arranged in the short form by Mr. Wells, State Supervisor of Industrial Education and supplied to the teachers of the state with the understanding that they were to be returned at the end of the year so that a study could be made of what had been accomplished.

The Committee reported standards for woodwork, sheet metal, printing, home mechanics, auto mechanics and electricity. No report was made for drafting and in this case a list of things to be known and to be done was set up by the supervisor. A blank form was also provided so that teachers of the subjects not listed in the committee report could use the system and fill in their own courses.

Many of the charts (see below) are being used and it is hoped that they will be of assistance in upgrading the work in the schools.



DIRECTIONS: This record should be kept by placing an (O) in the square under the boy's name and opposite the operation when the work is assigned. When the instructor feels that the operation can be performed satisfactorily a (K) should be placed after the O. The same system should be used for the record of what the boy should know.

INDIANA STATE COURSE OF STUDY IN INDUSTRIAL ARTS

Name of School _____ Course in Woodwork. No. periods per week _____

Length of period in min. _____ Length of course in days _____

NAMES OF BOYS

What the boy should be able to do.

1. Sharpen plane-iron and other cutting tools
2. Set tip and operate jack-plane, etc.
3. Set and use marking-gage
4. Square up board, "Rules for Planing"
5. Set and use coping-saw
6. Use sandpaper correctly
7. Use hammer, drive and pull nails
8. Bore for screws and drive with screwdriver
9. Apply stain, shellac, paint, wax
10. Set and use the tee-bevel
11. Test with try-square
12. Use crosscut-saw: general and in miter-box
13. Use rip-saw: general, in vise, on horse
14. Use back-saw for fine cutting
15. Use auger-bit properly
16. Use chisel, paring, curved and straight sorts
17. Make structure with curved edge
18. Use knife for marking across grain

NAMES OF BOYS

What the boy should know.

1. How to read a rule to and including 16ths
2. How lumber is made from logs
3. Names of 15 woodworking tools
4. How auger-bits are dimensioned
5. Names of joints: butt, half-lap, dovetail, mortise and tenon
6. Sizes and kinds of nails and brads
7. How to specify kinds and sizes of screws
8. Grades and uses of sandpaper
9. Reasons for painting and finishing wood
10. Common wood fasteners
11. Read simple working-drawings
12. Types of glue suitable for different uses
13. Causes of changes of shape in wood
14. Differences in size, rough and dressed lumber
15. Principles of locating hinges and locks
16. Costs of different woods in community
17. How varnish is applied and rubbed
18. Wages paid in these fields of work

GENERAL PLAN OF THE CONVENTION PROGRAM

Wednesday, December 9, 1931

Morning	Trips to Schools and other places of interest.
Afternoon	
Evening	"Get Acquainted Party" Entertainment. Dancing

Thursday, December 10.

Morning	Sectional meetings devoted to a discussion of "Social and Economic
Afternoon	Trends in America" by outstanding agricultural, industrial, commercial and social leaders.
Evening	Annual Banquet.

Friday, December 11.

Morning	Sectional meetings—Agricultural Education, Homemaking, Industrial and Technical Education, Vocational Guidance, Commercial Education, Vocational Education, Nautical Education, Vocational Teacher Training, Foreman Training, Vocational Reeducation Continuation Schools—Adult Education.
Afternoon	Business Meeting "The Ships" Program
Evening	General Meeting.

Saturday, December 12.

Morning	Sectional Meetings—Same as Friday morning.

Trips

Schools
- Industrial Schools
- Agricultural Schools
- Technical Schools
- Art Schools
- Commercial
- Continuation
- Homemaking
- Evening Vocational

Industrial Establishments
- Newspaper
- Printing
- Shipyards
- Jewelry
- Candy
- Clothing
- Food

Agricultural
- Milk Distributing Plan
- Local Produce Market
- Fruit Auction
- Vegetable Market
- Poultry Market

General
- Metropolitan Museum
- Museum of Science and Industry
- Museum of Natural History
- Brooklyn Navy Yard
- Transatlantic Liner
- Statue of Liberty
- Office Building
- Stock Exchange

Commercial Offices
- Insurance
- Stocks and Bonds
- Financial
- Industrial
- Department Stores

Homemaking
- Testing Laboratories
- Design Studios
- Homemaking
- Textile Exhibits
- Department Stores
- Food Industries

AGRICULTURAL EDUCATION

EDUCATIONAL TRIPS

Wednesday, December 9.

(1) New Jersey trip, H. O. Sampson in charge.
To New Jersey College of Agriculture; Middletown Township agricultural department, Leonardo, Freehold agricultural department; Walker-Gordon Farm with its famous rotolactor; Princeton University.

(2) New York trips, W. J. Weaver in charge.
(a) To State Institute of Applied Agriculture, Farmingdale, Long Island.
(b) If sufficient interest is manifested a party will be formed at Buffalo on Monday morning of convention week. Visits will be made to two typical high school departments of vocational agriculture, to the State School of Agriculture at Morrisville, and to the New York State College of Agriculture at Cornell University.

Friday, December 11.

(1) New York City Marketing trip, H.O. Sampson and W. J. Weaver in charge.
To milk receiving plant, New York Central Yards; distributing plant of Dairymen's League Cooperative Association; Gansport Market; West Washington Poultry Market; Fruit and Vegetable Market; Fruit auction. Party will start from Pennsylvania Hotel at Midnight.

THE NEW YORK STATE MERCHANT MARINE ACADEMY

To go down to the sea in ships has been the goal of many young Americans from colonial days to the present. In times past a boy was taught seamanship by serving an apprenticeship before the mast. His training was haphazard, unorganized and unduly long. With the supplanting of the sailing vessel by the steamship, the technical demands made upon ship's officers and crew became greater. This in turn meant better training. To meet this demand a number of the states instituted courses in the merchant marine service and established school ships for this purpose. New York, Pennsylvania, Massachusetts and California now provide this training.

The state of New York with a great amount of import and export traffic entering and clearing through the port of New York controls about three-fourths of the foreign commerce of the United States and for this reason is especially interested in seafaring vocations. The State is fortunate in having, as one branch of its educational work, a thoroughly equipped merchant marine academy which has recently secured from the Navy Department a modern oil burning vessel of 10,500 tons burden, the Empire State, which will replace the old school ship, the Newport. The Empire State is 400 feet in length with a 54 foot beam and a speed of 11½ knots an hour. It has been reconditioned for this service by the Navy before being turned over to New York State. The vessel will have accommodations for 200 cadets or double the complement of the Newport. The Academy also owns a small schooner which is used as a class room and dormitory annex. Both ships are based at the New York Navy Yard where the students attend classes and do the work of the ship.

Courses

The courses at the Merchant Marine Academy are two years in length. One course prepares young men for deck officers, the other for engineering. Admittance to the Academy is by competitive examination and each applicant must present evidence of having had three years of high school work. He must be of American birth and between the ages of 17 and 21. The Academy is not restricted to boys claiming residence in New York State but those entering from other states are charged board and tuition.

The cadets prepare either for deck service or marine engineering of junior grade. The deck cadets study seamanship, cargo storage, ship structure, ship stability, ship business, manipulation of boats under oars and sail, navigation hygiene and ship maintenance. The practical work of the course consists o

Friday, December 11.

PROGRAM

Chairman: A. K. Getman.

9:00 Adjustments in Secondary Education to meet present trends in the economic and social life of America. Dr. G. F. Counts, Columbia University.

10:00 Adjusting Agricultural Education to social and economic needs:
For the East—A. K. Getman, State Supervisor of Vocational Agriculture, Albany, New York.
For the South—Keith L. Holloway, University of Arkansas, Fayetteville, Arkansas.
For the West—J. A. Guitteau, State Supervisor of Vocational Agriculture, Olympia, Washington.

Saturday, December 12.

Supervisor and Teacher Training

Chairman: R. W. Heim, State Director of Vocational Education, Newark, Delaware.

9:00 Research Program.
Policies of the reorganized research committee, Professor H. M. Hamlin, A. & M. College, Ames, Iowa.

9:15 Current Needs and Facilities for Research in Agricultural Education, Dr. F. W. Lathrop, Federal Board for Vocational Education, Washington, D. C.
A Summary of the Year's Progress in Research.

9:30 South, J. T. Wheeler, State College of Agriculture, Athens, Georgia.

9:45 West, S. D. Klemmedson, University of Arizona, Tuscon, Arizona.

10:00 North Atlantic, Dr. R. M. Stewart, Cornell University, Ithaca, New York.

10:15 North Central, Dr. C. V. Williams, A. & M. College, Manhattan, Kansas.

Discussion:

10:30 Progress in Agricultural Education, Dr. C. H. Lane, Federal Board for Vocational Education, Washington, D. C.

11:00 Business Session.
Editors' Report, AGRICULTURAL EDUCATION Magazine, Dr. Sherman Dickerson, University of Missouri, Columbia.
Business Managers' Report, AGRICULTURAL EDUCATION Magazine, Dr. W. F. Stewart, Ohio State University, Columbus.
Report of Committees:
National Contests
Future Farmers of America
Ten Year Clubs for Agricultural teachers, H. O. Sampson, Chairman, State Agricultural College, New Brunswick, New Jersey.

Agricultural Teachers Group:

Chairman, L. F. Packer, Trumansburg, New York.

9:00 Greetings from New York State, and responses by delegations from other states.

9:15 Short Business Meeting, with appointment of Committees.

10:00 Address by a leader in secondary Agricultural Education.

10:45 Informal Social Hour.

11:15 Business Meeting Resumed, with reports of Committees.

Training Ship Empire State leaving dock at Puget Sound Navy Yard.

instruction in knotting and splicing rope, splicing wire, signaling, heaving the lead and infantry drill.

The engineering cadets course of study includes instruction in the field of marine boilers, reciprocating engines, turbines, diesel engines and electricity. Like the deck cadets, the engineering cadets are also given instruction in the working of boats under sail and oars, hygiene, and ship maintenance. They also receive instruction in machine ship practice, drawing and infantry drill.

Foreign Cruise

One of the most pleasant and profitable activities of the Academy is the foreign cruise which is taken in the summer months of each year. This occupies a period of about ten weeks. The cruise is usually made to Mediterranean or to North European ports but during the past summer was taken to the Bremerton navy yard on Puget Sound, the cadets sailing the old school ship Newport from New York through the Panama Canal and up to Bremerton and returning over the same route with the Empire State. This gave them a 14,000 mile cruise and an opportunity to navigate two types of vessels.

On the annual cruises the cadets perform all the work of navigation. This includes the firing of boilers, operating machinery, steering, maintaining lookouts and standing watches.

Securing a License

On graduation, the cadet appears before the local board of Steamboat Inspectors for examination before securing a license as third mate or third assistant engineer. On obtaining the license, the cadet is usually first employed on a vessel as quartermaster, oiler or even cadet for a period of three months as a test of his ability before being entrusted with the duties of a ship's officer. As third mate, in charge of a watch on deck, or as third assistant engineer, in charge of an engineer's watch, his responsibilities are great and demand good training.

Opportunities for advancement in the Merchant Marine field enable the young officer to rise to the highest officer positions and also make him eligible for positions ashore such as are found in steamship agencies, or for executive positions in export agencies or in the operating departments of steamship companies.

Visits to the "Empire State"

An opportunity to visit the Academy school ship, the Empire State will be afforded all persons attending the American Vocational Association Convention. The vessel will be docked at the Battery, New York City on Wednesday, December 9, the day previous to the opening of the Convention.

PART-TIME EDUCATION

TENTATIVE PROGRAM

Friday Session

General Topic: Adapting Part-Time and Continuation Education to Social and Economic Trends.

(1) Applications from the field of commerce.
Speaker: Morris Siegel, *Director*
Evening and Continuation Schools
New York City

(2) Applications from the trades and industries.
Speaker: Oakley Ferney, *Chief*
Industrial Education Bureau,
State Department of Education,
Albany, New York

(3) Applications from home economics.
Speaker: Cleo Murtland, *Professor of Vocational Education*
University of Michigan
Ann Arbor, Michigan

(4) Applications from the field of agriculture
Speaker: P. L. Cressman, *Director*
Industrial and Continuation Education
State Department of Public Instruction
Harrisburg, Pennsylvania

(5) Discussion and Summary.

Saturday Session

Chairman: R. O. Small

General Topic: The Relation of Guidance and Counseling to Coordination in Trade, Industrial, Commercial and Continuation Schools.

Introductory Statement:
Speaker: R. J. Greenly, *Teacher Trainer*
University of Akron
Akron, Ohio

Report of Study on Guidance and Counseling to Coordination in Trade, Industrial, Commercial and Continuation Schools
Speaker: J. Ray Stine, *Principal*
Continuation School
Akron, Ohio

Discussion Leader: J. D. Felsenheld, *General Supervisor,*
Messenger Personnel,
Western Union Telegraph Company,
New York City

TRADE AND INDUSTRIAL EDUCATION*

TENTATIVE PROGRAM

Sub-Section Meetings
Friday Forenoon, December 11, 1931
9:30 A. M.

1. Full-Time Industrial Training
2. Full-Time Technical Training
3. Apprentice Training
4. Technical and Industrial Training for Adults
5. Industrial Teacher Training
6. Foreman Training
7. Cooperative Training

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1. FULL-TIME INDUSTRIAL TRAINING

Group 1

This section is intended for teachers and others interested in full-time trade and industrial training for boys.

Chairman: Robert O. Beebe, *Director*
Essex County Vocational Schools
Newark, New Jersey

(1) The Industrial Survey as a Means of Keeping in Touch with Changing Industrial Conditions
Speaker: Dr. Franklin Kellar
East Side Continuation School
Olive, Oak and James Streets
New York City

(2) The Vocational School as an Industrial Service Agency
Speaker: William Small
Assistant Superintendent of Schools
Niagara Falls, New York

*See page 50 for Industrial Arts Program

AGRICULTURAL EDUCATION IN NEW YORK STATE

Continue from Page 4

practice which comprises: (1) a farming goal; (2) a scope of one or two enterprises started early in the boy's vocational career and extended throughout the period that he is in school; (3) such contributory enterprises as may assist him in the development of his major enterprises; (4) such minor cash enterprises as he may have time and facilities for conducting in order to contribute to his immediate cash income and operating capital; and finally (5) supplementary practice on important jobs in other enterprises in which he may be deficient in either operative or managerial experience.

For the year 1931-32 there are in operation 127 high schools offering full four-year courses in agriculture. With the benefits of the central-school idea, now occuping a prominent place in the minds of school officials and school electors, whereby large sections of farming areas are included with central villages as the school unit, the demand for practical courses in agriculture is on the increase.

Unit Courses in Agriculture

During the past two years, in order to meet a situation existing in the smaller schools where the services of the teacher of agriculture did not seem to be justified on a full-time basis, a plan has been worked out whereby one man may serve five communities. Under this scheme one teacher conducts a unit course for two ninety-minute periods each week in each of five schools. The comprehensive program of supervised practice is in effect. The communities join in paying the salary and expenses of the instructor. Fifty to sixty farm boys are cared for in this way by one teacher. This year seven men are employed full time for the work, serving thirty-four school communities.

State Schools of Agriculture

New York maintains six state schools of agriculture located at Alfred, Canton, Cobleskill, Delhi, Farmingdale, and Morrisville. These schools are supported entirely by State funds and administered by a Director who is responsible to the State Education Department. Many farm boys who have gotten out of the touch with the regular school system and who desire vocational training in agriculture are served at these schools. Graduates of high-school departments of agriculture attend the State Schools to secure additional training through the special vocational courses offered. A third group of students is composed of young men coming from large centers of population. This is especially evident at Farmingdale where many boys from the metropolitan area are attracted by the practical courses offered.

(3) Some Modifications of the Full-Time Training Programs to Meet Changing Conditions in Industry
Speaker: I. R. Anderson, *Principal*
Lathrop Trade School
Kansas City, Missouri

(4) Recent Developments in Trade and Industrial Training in the Full-time School
Speaker: C. F. Kleinfelter, *Special Agent*
Federal Board for Vocational Education
Washington, D. C.

Discussion Leader: Frank R. Flower, *Principal*
Atlantic City Vocational School
Atlantic City, New Jersey

Group 2

This section is intended for teachers and others interested in the work of the full-time vocational schools for girls.

Chairman: Florence Marshall, *Principal*
Manhattan Trade School
New York, New York

Trends in Trade Training for Girls and Women

Five-minute presentations of trends in the pre-employment training of workers in the following fields:

Printing

Grace A. Gilkey, *Director*
Worcester Trade School
Worcester, Massachusetts

Ethel Lovell
Theodore Ahrens Trade School
Louisville, Kentucky

The Garment Trades

Mortimer Ritter, *Principal*
Central Continuation School for Needle Trades
Brooklyn, New York

Grace Riggs, *Principal*
Jane Hayes Gates Institute for Girls
Kansas City, Missouri

Dressmaking

Ruth Sill, *Principal*
Philadelphia Trade School
Philadelphia, Pennsylvania

Margaret Jones, *Principal*
Brooklyn Industrial High School
Brooklyn, New York

Dental Assistants

Clara Krauter, *Principal*
Essex County Vocational School for Girls
Newark, New Jersey

Commercial Foods Work

Ester L. McNellis, *Principal*
Boston Trade School for Girls
Boston, Massachusetts

Florence Swegel
Arsenal Technical High School
Indianapolis, Indiana

Manicuring and Hairdressing

A. Campion, *Principal*
Frank Wiggins Trade School
Los Angeles, California

Mildred Johnson, *Principal*
Atlantic City Vocational School for Girls
Atlantic City, New Jersey

Restaurant Work

A. Campion, *Principal*
Frank Wiggins Trade School
Los Angeles, California

Theresa Robinson
Bayonne Vocational School for Girls
Bayonne, New Jersey

Retail Selling

Elizabeth Fish, *Principal*
Minneapolis Vocational High School
Minneapolis, Minnesota

Household Assistant

Lizzie Barbour, *Assistant State Supervisor*
Industrial Education
Austin, Texas

Children's Attendant

Florence P. Burns, *Superintendent*
Babies' Hospital
Newark, New Jersey

Commercial Design

Mrs. Kotter
Manhattan Trade School
New York, New York

Ranger School

A fourth type of school dealing with an occupation closely allied to agriculture is the Ranger school. This is a school of secondary grade maintained and administered by the State College of Forestry, at Syracuse University. The school is held in the Adirondack mountain section and instruction centers around practical forestry problems for boys under the grade of college students.

Teacher Training

Courses for training teachers of vocational agriculture are given at Cornell University at Ithaca and at Syracuse University. The State College of Agriculture at Cornell is a public institution where teacher training courses are carried on, in cooperation with the State Board of Regents, in administering the funds of the Federal Vocational Education Act. The College of Agriculture at Syracuse also cooperates with the Board of Regents in offering adequate teacher-training courses. No State or Federal funds however, are alloted to Syracuse.

Since the establishment of the College of Agriculture as a part of Cornell University, in 1904, some form of teacher-training courses have been carried on with the objective of serving the needs of persons teaching in country schools. This early teacher-training hinges on nature study. In 1911, however, definite courses for training teachers in the newly approved high-school subjects of agriculture were set up. The coming of Dr. George A. Works to the University in 1914 marks the beginning of the present teacher-training program which has had constant growth down to the present time. Graduate courses for men in teacher-training positions and for State Supervisors have occupied an important part of the offerings of the past ten years.

Association of Teachers of Agriculture

Teachers of Agriculture visiting New York will be interested in the Association of Teachers of Agriculture of New York which was organized in the year 1911. The first annual meeting of this organization was held on December 30th of that year. During the week of June 29-July 3, at the State Institute of Applied Agriculture at Farmingdale, this Association convened for its twentieth annual meeting. A feature of this meeting was the issue of a twenty-year book tracing the growth and development of the vocational agricultural program in the State and the part which the Association of Teachers of Agriculture have had in this development.

Commenting in the Twenty-Year Book on the work of the Association, Mr. L. F. Packer, the 1930 president, said:

Junior Office Practice
Charles Sylvester, *Director*
Vocational Education
Baltimore, Maryland

Textile Design
William Dooley, *Principal*
Textile High School
New York, New York

Placement and Follow-Up Work
Helen Livingstone, *Principal*
Hebrew Technical School for Girls
New York, New York

Alice Quade
Placement Department
Detroit Public Schools
Detroit, Michigan

2. Full Time Technical Training

Chairman: L. H. Dennis,
Deputy Commissioner of Education
Harrisburg, Pennsylvania

(1) The Need for Technical Training of High School Grade
Speaker: Preston H. Smith
Superintendent of Schools
Bayonne, New Jersey

(2) The Technical High School and College Entrance Requirements
Speaker: W. R. Saunders, *Principal*
Northern Vocational School
Toronto, Canada

(3) The Function of the Technical High School
Speaker: Albert L. Colston, *Principal*
Brooklyn Technical High School
Brooklyn, New York

(4) Mining Technical High Schools as Organized in Northern Ontario
Speaker: J. B. Wallace, *Principal*,
High and Technical School
Sudbury, Ontario, Canada

Discussion Leader: Horace B. Griffith
Assistant Superintendent of Schools
Utica, New York

3. Apprentice Training

Chairman: Oakley Furney, *Chief*
Bureau of Industrial Education
New York State Department of Education

(1) The Apprentice Training Program in Ontario
Speaker: F. S. Rutherford
Director of Vocational Education
Department of Education
Ontario, Canada

(2) The Apprentice Training Program in New York City
Speaker: Frank Johnson
Supervisor Apprentice Training
State Department of Education
Albany, New York

(3) Apprentice Training in the Telephone Manufacturing Industry
Speaker: Otto Carpenter *Supervisor of Educational Service*
Western Electric Co., Inc.
New York

(4) The Present Status of Apprentice Training in the United States
Speaker: Frank Cushman, *Chief*
Industrial Education Service
Federal Board for Vocational Education
Washington, D. C.

Discussion Leader: Joseph Constantine
Director Vocational Education
Passaic, New Jersey

4. Technical and Industrial Training for Adults

Chairman: A. S. Boynton, *Director*
State Vocational Education
Hartford, Connecticut

(1) Short Unit Courses in new Trade Developments
Speaker: M. Reed Bass, *Assistant Director*
Dunwoody Institute
Minneapolis, Minnesota

"In venturing a thought for the future we may profit by a study of the past. It has seemed to us that at least three stages of growth are discernible in the development of the Association of Teachers of Agriculture of New York. First is the stage of formation and rooting within the parent organization. Second comes the stage of rapid growth and independent development and self knowledge. Last appears the stage of self forgetfulness in the service of what might well be called its offspring, namely the Association of Young Farmers of New York."

While at the A. V. A., or when making plans for the trip, all persons interested in any part of the agricultural education program of the State are cordially invited to consult with the Supervisor of Agricultural Education at Albany, A. K. Getman or W. J. Weaver, or with the men in the Teacher Training Department at Ithaca, R. M. Stewart and E. R. Hoskins, and everything possible to meet your requests will be done.

Commercial Teachers

Problem 2—What special devices do you use to teach commercial pupils how to meet the public?

In order that the girls may know the proper procedure when a new clerk or typist enters a business office the class acts as a department of an office in the Girl's Vocational School of Essex County, Newark, New Jersey. One girl will introduce another to the teacher then to the other students. Each student is given a school directory of room numbers, teachers' names and the room plan of the school to learn.

The second month each girl is assigned for a day to the information desk in the main hall. The duties are to rise and greet the visitor, ask the person to fill out a visitor's card and direct them to the office, store, or the secretary of the principal.

There is practical office work for the second half of the first year for each student. The student acts as office messenger and is rated on the work accomplished, the speed and business manner of doing it. The students are sent to the Hall of Records in Newark, to the bank, post office or on any other errand or routine office work.

The school librarian instructs the girls as to the arrangement and care of the books, how to charge and slip books and the usual desk work of a school library. Each girl goes to the

Continued on Page 12

(2) The Training Plans of the International Association of Fire Chiefs
Speaker: Fred Shepperd, *Headquarters Manager*
International Association Fire Chiefs
New York City

(3) Evening Courses for Workers in the Textile Industry
Speaker: Charles Carroll, *Director*
State Vocational Education
Providence, Rhode Island

(4) Preparing the Adult Worker to Meet Changing Conditions in Industry by Means of Schools for the Unemployed
Speaker: George H. Parkes, *Director*
Industrial Education
Williamsport, Pennsylvania
Discussion Leader: Arthur Wrigley, *Principal*
Elizabeth Vocational School
Elizabeth, New Jersey

5. Industrial Teacher Training

Chairman: Robert O. Small, *Director*
State Vocational Education
Boston, Massachusetts

(1) Significant Examples of In-service Training
Speaker: M. Norcross Stratton
Trade and Industrial Teacher Trainer
Massachusetts State Department Education
Boston, Massachusetts

(2) In-service Training from the Point of View of a Principal
Speaker: James F. Mason, *Principal*
Paterson Vocational School
Paterson, New Jersey

(3) Teacher Training through Curriculum Building
Speaker: Ronald W. Kent, *Assistant Director*
Essex County Vocational Schools
Newark, New Jersey

(4) Some Distinctions between the Training of Vocational Teachers of Trades and Industries and Teachers of Industrial Arts.
Speaker: Ralph Pickett
Professor Vocational Education
New York University
New York, New York
Discussion Leader Russell J. Greenly, *Assistant Professor*
Department of Vocational Education
University of Akron
Akron, Ohio

6. Foreman Training and Plant Training

Chairman: Herman J. Hall, *State Supervisor*
Trade and Industrial Education
Hartford, Connecticut

(1) Five-minute presentations of the state plan for Foreman Training and some results achieved during the last year in each of the following states: Massachusetts, Connecticut, New York, New Jersey, Pennsylvania, Ohio, Virginia, Wisconsin, California, Arizona, Alabama, Oklahoma, Tennessee.

(2) Some Recent Developments in Plant Training—Illustrated
Speaker: G. A. McGarvey, *Agent*
Trade and Industrial Education
Federal Board for Vocational Education
Washington, D. C.

(3) The New York Set-Up for the Training of Conference Leaders
Speaker: Arthur L. Mann, *Chief*
Bureau of Industrial Service
State Department of Education
Albany, New York

(4) The Promotion of Trade and Industrial Training through Foreman Training in a Specific Industry
Speaker: Edward S. Maclin
State Supervisor of Trade and Industrial Education
Charleston, West Virginia
Discussion Leader: Marion W. Smith, *Supervisor*
Foreman Training
Wisconsin State Department
Appleton, Wisconsin

The "Watch Dog of the Treasury" is much fiercer than he looks. Just try and get it away from him and if you win, you deserve a place on "Andy Mellon's" staff. Mr. Sylvester knows just how to maintain a perfect balance. Under his watchful eye not a cent escapes.

RADIO IN EDUCATION

Outstanding educators of the country are being heard in a series of weekly academic programs presented by the National Advisory Council on Radio in Education over a National Broadcasting Company network.

The council will open with a series of thirty addresses by authorities in the field of present day economics and psychology. The two branches of discussion will share the weekly educational periods. A prominent economist and a leading pyschologist will speak fifteen minutes each.

President Nicholas Murray Butler of Columbia University, President James R. Angell of Yale and President Ernest L. Bogart of the American Economic Association inaugurated the series Saturday, October 17.

On the following Saturdays the programs will be confined to two speakers from 7:30 to 8 p. m. on the same network. In the midwest the program will be heard through stations WGN, WSAI, KSD, WOC, WHO, WOW, WDAF, KSTP, WEBC, WDAY, KFYR, WIBA, WSM, WSMB, WJDX, KPRC, KOA.

7. Cooperative Training

Chairman: A. B. Anderson, *State Supervisor*
Trade and Industrial Education
Wilmington, High School
Wilmington, Delaware

(1) An Example of Cooperative Training for Technical Occupations
Speaker: John A. Randall, *President*
Mechanics Institute
Rochester, New York

(2) The Possibilities of a Cooperative Course in a Small High School
Speaker: Arthur L. Perry, *Superintendent of Schools*
Rahway, New Jersey

(3) Recent Developments in Plans for Cooperative Training
Speaker: James R. Coxen
Federal Board for Vocational Education
Washington, D. C.

(4) Some Results of Cooperative Training in California
Speaker: James C. Beswick, *Chief*
Bureau Trade and Industrial Education
Sacramento, California

Discussion Leader: H. S. Hunsdon, *State Supervisor*
Industrial Education
State Department of Education
Austin, Texas

TRADE AND INDUSTRIAL EDUCATION

Tentative Program

Saturday Forenoon, December 12, 1931
9:30 A. M.

1. Electrical Industries
2. The Building Trades
3. The Textile Trades
4. The Airplane Industry
5. The Metal Trades

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1. Electrical Industries

Chairman: E. L. Heusch, *State Supervisor*
Trade and Industrial Education
Columbus, Ohio.

1. Some Significant Trends in the Electrical Industries
Robin Beach, *Professor*
Brooklyn Polytechnic Institute, and
Educational Director, Brooklyn Edison Company,
Brooklyn, New York
2. Significant Trends in the Electrical Industries as Seen by Organized Labor.
Edward D. Bieretz, *Assistant to the President*
International Brotherhood of Electrical Workers
Washington, D. C.
3. Training at Fort Monmouth for the Signal Corps of the United States Army.
Colonel A. F. Cowan, *Commandant*
Signal Corps School
Fort Monmouth, New Jersey
4. Training for the Electrical Industries in the Seneca (Buffalo) Vocational School
David Warnhoff
Seneca Vocational School
Buffalo, New York
5. *Discussion Leaders:*
Warren D. Matthews
Director of Plant School
New Jersey Bell Telephone Co.
(540 Broad Street), Newark
New Jersey

O. H. Turner, *Superintendent*
David Ranken School of
Mechanical Trades
St. Louis, Missouri

2. The Building Trades

Chairman: O. D. Adams, *State Director*
Vocational Education
Portland, Oregon

1. Some Significant Trends in the Building Trades
Dwight Hoopingarner, *Executive Secretary*
American Construction Council
New York City

COMMERCIAL TEACHERS

Continued from Page 10

librarian and arranges for five periods of work as a librarian's assistant. The rating received from the librarian usually determines the final marking for the period.

The second year or the senior year, commercial students act as cashiers in the school cafeteria and are rated by the teacher who has charge of the school cafeteria. The senior students who have good speaking voices are assigned to the school switchboard after they have completed the telephone instruction unit. The student handles all incoming calls and calls between the rooms for a week.

The continuation school office is located in the same building as the vocational school. A senior girl who is a good typist and clerk is assigned to the office for a week. The principal of the continuation school rates the girl on the duties performed.

The Boys' School of Essex County often telephones for general clerks or typists to do mailing or filing work. The principal of the school notifies our principal as to the ratings of the girls who volunteered or were assigned.

The girls are willing to try new work and if they are successful the news spreads and more girls are anxious to volunteer at the next call.

R. Barnett
Girls Vocational School
Newark, N. J.

If you have need for facts concerning the American Vocational Association, its membership or its activities, Dr. Z. M. Smith, Secretary, has the "cards stacked" and you can't lose. If he don't know what is in the bottom of the deck, he will find out. His suite is the busiest corner of the convention.

2. Significant Trends in the Building Trades as Seen by Organized Labor.
   John Halkett, *President*
   Building Trades Council
   New York City
3. Training through Cooperation between Industry and the Vocational Schools
   E. Lewis Hayes, *Director*
   Building Trades School
   Detroit, Michigan
4. Some Recent Developments in Training for the Building Trades in Public Vocational Schools
   G. A. McGarvey, *Agent*
   Industrial Education
   Federal Board for Vocational Education
   Washington, D. C.
5. *Discussion Leaders:*
   Donald Kidd, *Director*
   Vocational Education
   Syracuse, New York
   James F. Johnson, *Principal*
   Essex County Vocational School for Boys
   Newark, New Jersey

3. The Textile Trades

Chairman: T. E. Browne, *Director*
State Vocational Education
Raleigh, North Carolina

1. Some Significant Trends in the Textile Industries
   Douglas G. Woolf, *Editor*
   Textile World
   New York City
2. Trends Affecting the Training of the Workers in the Woolen Manufacturing Industry
   Henry Scheel, *Vice-President*
   Botany Worsted Mills
   Passaic, New Jersey
3. Technical Training for the Cotton Manufacturing Industry at the Georgia Institute of Technology.
   H. S. Busby, *Director*
   Textile Department
   Georgia School of Technology
   Atlantic, Georgia
4. Training for the Silk Manufacturing Industry in a Public Vocational School
   J. G. Echmaliam, *Principal*
   South Manchester Trade School
   South Manchester, Connecticut
5. *Discussion Leaders:*
   William Dooley, *Principal*
   Textile High School
   New York City
   P. J. Wood, *Vice President*
   Oriental Silk Printing Company
   Paterson, New Jersey

4. The Airplane Industry

Chairman: Roland H. Spaulding
Specialist in Aeronautical Education
Daniel Guggenheim Foundation
New York University

1. Some Significant Trends in the Airplane Industry
   Joseph S. Marriott, *Chief*, Inspection Service
   Aeronautics Branch, United States Department of Commerce
   Washington, D. C.
2. What is the Field for Training in Aeronautics
   W. T. Van Horn, *Supervising Engineer*
   United States Navy Yard
   Philadelphia, Pennsylvania
3. Training for the Airplane Industry in the Camden County (New Jersey) Vocational School
   Joseph M. Hall, *Director*
   Camden County Vocational School
   Merchantville, New Jersey
4. Training Factory Service Men
   George Chapline
   Wright Aeronautical Coproration
   Paterson, New Jersey

Industrial Arts Standards

A COOPERATIVE ANALYSIS OF TRADE AND INDUSTRIAL ARTS SUBJECTS

Summary of the Plan

R. W. Selvidge
University of Missouri, Columbia, Missouri.

The complete plan for a cooperative analysis was set forth in detail in the May number of this Magazine; see page 8. The summary is offered for the benefit of those who did not have an opportunity to read the complete statement.

In order to coordinate the efforts of a great number of teachers who are engaged in attempts to analyze the various industrial-arts subjects and the skilled trades for the learning units involved, the following plan is proposed.

1. That every teacher who is interested in such an analysis join in this undertaking.

2. That we analyze all industrial-arts subjects, as taught in the high school for the learning units involved.

3. That we analyze the principal skilled trades for the learning units involved.

4. That tentative analyses of the selected subjects, or trades, be published and distributed as rapidly as may seem practicable.

5. That any shop teacher or supervisor who is willing to cooperate, or to offer suggestions in the way of modifying, adding to, or taking from the original list, should send such suggestions or comments to R. W. Selvidge, University of Missouri, Columbia, Mo.

6. That the suggestions thus received be carefully studied, edited, and incorporated so far as possible into the original lists; and that the revised lists be published, together with the names of those who cooperate.

7. That those who are interested send in the analysis of any subject, or trade, which they have prepared, which may be used by the Committee as the basis of the preliminary analysis. This form of cooperation will be of great value in getting more satisfactory preliminary lists of units.

[Outlines covering the work in:
1. Woodworking
2. Sheet-Metalwork
3. Elementary Electricity
4. Auto Mechanics

appeared in the August issue of the News Bulletin, pages 40 to 44. In this issue we are presenting the following outline on Printing. We commend it to you. Give Prof. Selvidge and the Committee making this study your *active* cooperation.—(Editor.)]

5. *Discussion Leaders:*
R. W. Hambrook, *Special Agent*
Trade and Industrial Education
Federal Board for Vocational Education
Washington, D. C.

W. B. Kamprath, *Principal*
Burgard Industrial High School
Buffalo, New York

5. The Metal Trades

Chairman: S. E. Patrick, *State Director*
Vocational Education
Augusta, Maine.

1. Industry's Part in the Organization of an Apprentice School Curriculum
Henry Roesch
Director of Education
National Metal Trades' Association
Chicago, Illinois
2. An Example of Training within the Industry
J. E. Goss
Supervisor of Apprentices
Brown and Sharpe Manufacturing Company
Providence, Rhode Island
3. An Example of Training on a Cooperative Basis
Edgar Winters, *Principal*
Beverly Vocational School
Beverly, Massachusetts
4. Training for the Metal Trades in a Full-Time Vocational School
Loron H. Turner, *Principal*
Clifford Connelly Trade School
Pittsburgh, Pennsylvania
5. *Discussion Leaders:*
F. J. Trinder, *Director*
Apprentice Training
Saco-Lowell Mills
Saco, Maine

VOCATIONAL GUIDANCE

9:00 A. M.
Friday, December 11, 1931

Presiding: Paul W. Chapman, *State Director*
Vocational Education
Athens, Georgia

Gathering Information About Occupations
Speaker: Mary P. Corre, *Director*
Occupational Research and Counseling Division
Cincinnati Public Schools
Speaker: Fred C. Smith, *Editor*
Vocational Guidance Magazine, Harvard University
Cambridge, Massachusetts
Speaker: Roy N. Anderson, *Associate in Guidance and Personnel*
Teachers College
Columbia University, New York

Teaching The Class In Occupations
Speaker: Ralph Gallagher, *Guidance Advisor*
Public Schools
Elizabeth, New Jersey

Counseling Adults
Speaker: Paul S. Achilles
The Psychological Corporation
New York City

Placement And Follow-Up
Speaker: Clare L. Lewis, *Director*
Division of Junior Placement
Department of Labor
State of New York

Saturday Morning, December 12, 1931, 9:00 A. M.

Presiding: Dr. Franklin Keller, *Director*
East Side Continuation School
New York City

Vocational Guidance By Radio
Speaker: Leonard M. Miller, *Vocational Director*
J. C. Penny Foundation
New York City

V. PRINTING

Printing in the school occupies a position somewhat different from that of any other industrial subject. It represents one of the great industries of the world, and one that is very widely distributed. There is scarcely a hamlet that does not have its print-shop. In school there is always a demand for printing. Indeed the demand for production work from the printing department often is so great that it seriously interferes with instruction.

In most of the other industrial subjects taught in school the skills are of more or less value in the daily life of the home, but this is not true of printing. The contribution that printing makes must be found largely in the development of appreciation and understanding of the processes which place in our hands the books and papers we read, and in giving a better basis for a judgment of values in printed material. This is a phase of training which should never be neglected.

Only the simpler phases of printing can be undertaken in the high school, but these are fundamental to all divisions of the industry. The list of learning units should be rather complete in order to cover the material to be presented in schools where much time is given to the subject, and teachers may select from the list in schools where less time is given to it.

The Learning or Teaching Units

I. The Things You Should Be Able To Do.
1. To locate instantly any letter or character in the case.
2. To plan a job.
3. To set the composing-stick to measure.
4. To hold a stick.
5. To set type—straight matter.
6. To take a proof on a proof-press.
7. To take a stone-proof.
8. To read the proofreader's marks.
9. To make corrections.
10. To overrun type.
11. To dump a stick.
12. To tie up a form.
13. To distribute type.
14. To put away leads and slugs.
15. To care for an ink-stone.
16. To set display type.
17. To wash type and rules.
18. To lay a case.
19. To clean a case.
20. To use initial letters.
21. To use quotation-marks.
22. To set tabular matter.
23. To lock type in a galley with a side stick.
24. To set a rule blank of two or more columns.
25. To read and mark proof.
26. To lead type.
27. To set two columns in one measure.
28. To set a rule border.
29. To make up pages.
30. To get specifications.
31. To collect material for job.
32. To set business-cards.
33. To lay out the job.
34. To lock up a form for the platen press.
35. To put on the grippers.
36. To put a form on a platen press.
37. To remove a form from a platen press.
38. To put on a new tympan.
39. To set the guide-pins.

Cooperation Between Schools And Service Organizations
Speaker: Joseph V. Hanna, *Personal Counseling Secretary*
Y. M. C. A., New York City, West Side Branch
Assistant Professor of Psychology
New York University

Forestalling Unemployment By Training For Several Jobs
Speaker: Florence M. Marshall, *Principal*
Manhattan Trade School for Girls

How To Find The Right Vocation (A talking Picture based on the book of Dr. Harry D. Kitson)
Edgar M. Stover
Research Association, Electrical Research Products,
Western Electric Co., New York

VOCATIONAL REHABILITATION

A conference on vocational rehabilitation for the North Atlantic States is called by the Federal Board for Vocational Education for December 9-10, 1931 at New York, N. Y.

The following States are expected to participate:

Connecticut	Massachusetts	New York
Maine	New Hampshire	Pennsylvania
Maryland	New Jersey	Rhode Island
	West Virginia	

The American Vocational Association will hold its annual meeting in New York City December 10-12, 1931. The Federal Board has entered into a cooperative arrangement with the American Vocational Association whereby our regional conference will immediately precede the Association sectional meetings on rehabilitation. Thus the Board's regional conference and the Association's sectional meetings will form one continuous program on vocational rehabilitation running from December 9-12, inclusive. The sessions of the regional conference will occur on the morning and afternoon of December 9 and the morning of December 10. The sectional meetings on rehabilitation of the Association will take place on the afternoon of Thursday, December 10, and the mornings of Friday and Saturday, December 11 and 12. These meetings have been so arranged as to permit attendance of the delegates at the general sessions of the American Vocational Association.

The conference headquarters of both the regional and sectional meetings will be the Hotel Pennsylvania. Due notice of the place of all meetings will be given in the program of the American Vocational Association.

VOCATIONAL REHABILITATION CONFERENCE

NORTH ATLANTIC REGION

New York, N. Y., December 9-10, 1931

TOPICS FOR DISCUSSION

CONCEPT OF AIMS OF A STATE PROGRAM—
1. Trends and Developments in Rehabilitation and Allied Movements
   Statement by Conference Leader
2. Who are to be Served?
3. What Service is to be Rendered?

PROMOTION—
1. Development of Rehabilitation Facilities
2. Local Participation
3. Rehabilitation and Related Legislation
4. State Meetings
5. State Associations

ADMINISTRATION—
1. Operation of Working Relations with Rehabilitation Facilities
2. Supervision of Delegated Functions
3. Supervision of Local Programs
4. Formulation of Standards
5. Operation of Record Systems
6. Budgets and Finances

PROFESSIONAL IMPROVEMENT OF WORKERS—
1. Needs
2. Methods

STUDIES AND INVESTIGATIONS—
1. For Promotion of Program
2. For Improvement of Program

40. To regulate the impression.
41. To oil the press.
42. To ink up a press.
43. To wash up a press.
44. To feed a job-press.
45. To figure paper.
46. To count sheets of paper.
47. To cut paper.
48. To jog stock.
49. To tab stock.
50. To do hand folding.
51. To set a book-heading.
52. To set a calendar.
53. To set a rule job in two forms.
54. To set a title-page.
55. To set a program.
56. To set a menu.
57. To set an announcement.
58. To set a cover-page.
59. To set typewriter type.
60. To divide for colors.

II. THE THINGS YOU SHOULD KNOW.
1. The names of the principal tools, materials, machines, and equipment.
2. The printer's system of measurement.
3. The sizes of type.
4. The component parts of type.
5. The principal type-faces.
6. How paper is made.
7. The principal kinds of paper used in printing, and the type of work for which each is generally used.
8. Methods of designating quantities, sizes, and qualities of paper.
9. Composition and care of inking rollers.
10. Kinds of ink and methods of handling it.
11. The ethics of the trade.
12. History of the trade.
13. Opportunities and requirements of the trade.
14. How cuts are made.
15. The rules for punctuation.
16. The rules for capitalization.
17. The rules for spelling.
18. The principles of balance and proportion.

III. WHAT YOU SHOULD BE.

This list of attitudes and habits which contribute to the success of individuals in any vocation was given in the August 1931, number of the News Bulletin (see page 41) and is not repeated here.

MATERIALS OF INDUSTRY

MERSEREAU, S. F.

McGraw-Hill Book Co., Inc.

Price $2.00

This book is a discussion based on the raw materials of industry including forest products, non-metallic minerals, iron and steel, non-ferrous minerals and a miscellaneous group including rubber, bakelite paint, stains and varnishes.

The method of converting the raw materials into useful products is explained in non-technical terms. Adequate illustrations, both diagrammatic and analytical, accompany each division of the subject. At the end of each division is given also a short group of definitions of characteristic terms and a list of questions for review. Extensive bibliographies are given at the end of each chapter.

The book should be in the library of every trade and industrial teacher. It might well accompany every trade and technical course as required collateral reading. *Ammon Swope.*

REHABILITATION SECTIONAL MEETINGS OF THE A. V. A.

PENNSYLVANIA HOTEL

Thursday Afternoon, December 10, 1931

Chairman: H. L. Stanton

1. "Relationship of Rehabilitation to the Crippled Children Movement"
   New York Program — Joseph J. Endres
   Wisconsin Program — W. F. Faulkes
   New Jersey Program — C. V. Bleecker

Friday Morning, December 11, 1931

Chairman: I. M. Ristine

1. "Selection of Cases"
   Leader: C. V. Bleecker, New Jersey
2. "Case Work Methods"
   Leader: R. C. Thompson, Maryland
3. "When are Cases Closed as Rehabilitated?"
   Leader: Leroy N. Koons, Maine

Saturday Morning, December 12, 1931

Chairman: R. M. Little

1. "How Far are Statistics Comparable?"
   Leader: Herbert A. Dallas, Massachusetts
2. "What is a Reasonable Case Load per Worker?"
   Leader: E. P. Chester, Connecticut
3. "To What Extent are Cases Reviewed after Closure?"
   Leader: Rufus Jarnagin, Buffalo, New York

COMMERCIAL EDUCATION SECTION

Friday, 9:00 A. M., December 11

Chairman: E. W. Barnhart, *Chief*,
Commercial Division
Federal Board for Vocational Education

A joint conference between employers, office managers, personnel directors, and administrators of commercial education to discuss commercial education with a view of organizing a National Commission to make a study of commercial education, this study to be used as a basis for increasing the effectiveness of the training processes in this field.

Teachers are invited to attend this conference.

Saturday, 9:00 A. M., December 12

Chairman: Mr. Alexander Massell, *Principal*
Central Commercial Continuation School

Training Unemployed in the Continuation Schools
Mr. Jacob Simonson, *Acting Principal*
East Side Continuation School
New York City

Commercial Education in a State Program of Adult Education
W. C. Smith, *Chief*
Adult Education Bureau
University of New York

Improving the Continuation School Girl
Mrs. Anna Ford
Girls Continuation School
Newark, New Jersey

What Kinds of Vocational Education for Juniors
Mr. John Kirk,
Director Business Education
Philadelphia, Pa.

Improving Public School Commercial Courses
Speaker to be selected.

New York's Plan of Cooperative Training
Miss Genevieve Hayes, *Coordinator*
Julia Richman High School
New York City

Placing Stenographers and Typists
Miss Margaret Scott Miller, *Manager*
Remington-Rand Placement Bureau, N. Y. C.

TENTATIVE HOME ECONOMICS EDUCATION PROGRAM

Friday, December 11

9:00-12:00

Chairman: Treva Kauffman

9:00-10:00 Address: Trends in Family Life Today.

10:00-11:00 *Discussion:*
Theme: How is Home Making Eudcation Adjusting to Social and Economic Conditions—
1. In the High School Home Making Program?
2. In the Home Making Program of the Part-Time School?
3. In the Educational Program for Home Makers?
4. In the Training of Teachers for and on the Job?

11:30-12:00 *Open Discussion:*

Saturday, December 12

Chairman: To be announced.

9:00-10:30 Some Findings Regarding the Consumer.
The contribution of the Home Making Educator.
Home Making Education Research—How Shall We Use It?

10:30-11:00 *Open Discussion:*

11:00-12.00 *Business Meeting*
1. Report of Standing Committee and sub-committees.
2. Report of local committee.
3. Appointment of committees.
4. Brief statement of Program of work for the Year.

AMERICAN VOCATIONAL ASSOCIATION

Program for
Trade School Principals' Association

Wednesday Evening, December 9 6:30 sharp

Dinner meeting of Trade School Principals. William Sloane House, 9th Avenue and 34th Street (2 blocks from Pennsylvania Hotel) Price $1.00.

Speaker: Dr. David Snedden
Teachers College
Columbia University.

Subject: "The place of the Trade School in Present Day Education."

Chairman: William B. Kamprath,
Principal Burgard Vocational High School, Buffalo, N. Y.

(*Note:* Reservations for this dinner should be made in advance. Trade School Principals, and others, are requested to mail reservations notices to MR. L. A. EMERSON, EDUCATIONAL DIRECTOR, WEST SIDE Y.M.C.A. 5 West 63rd Street, New York City.)

Thursday Morning, December 10: 8:00 a. m.

*Breakfast session of Trade School Principals, William Sloane House. Close at 9:15 a. m.

Friday Morning, December 11: 8:00 a. m.

*Breakfast session of Trade School Principals at William Sloane House. Close at 9:15 a. m.

**Note:* These breakfast sessions will be in the nature of round table meetings for the discussion of problems of organization, supervision and administration, which confront the principals of day and evening vocational schools.

Discussion leaders will make brief four-minute presentations of a number of topics.

NEW YORK CITY A. V. A. CONVENTION

R. R. Fare Reduced

One and One-half Fare

RAILROADS of the United States and Canada have granted a fare of one and one-half on the certificate plan. This rate will apply only in case 150 or more of those in attendance present certificates secured at the time of the purchase of tickets at the starting point.

Do not fail to secure from the agent at your starting point the required certificate. Ask him about it today Do not wait until the day you start to New York City.

Turn in your ticket at the registration desk immediately upon your arrival at New York City. You can not purchase ticket at reduced rate for return trip, if your certificate is not properly validated at the Convention.

Do not fail to secure certificate, because unless 150 certificates or more are validated no one can secure reduced fare for return trip

J. M. Smith, Secy

AMERICAN VOCATIONAL ASSOCIATION

Hotel Pennsylvania will be Headquarters for the A. V. A. Convention, New York City, December 9-12, 1931

The following persons attended a luncheon at the Hotel Pennsylvania, New York City, on Monday, October 19, to perfect plans for the American Vocational Association Convention which is to be held in New York City in December: Reading from left to right:—

MISS EDNA FARNSWORTH, *Principal*, Brooklyn Girls Continuation School.

MR. J. HENRY HALLOWAY, *Principal*, Central Printing Trades Continuation School.

DR. FRANKLIN J. KELLER, Director of Vocational Education Survey.

DR. DANIEL B. JOSEPH, *Principal*, Jamaica Continuation School.

MR. JACOB SIMINSON, *Acting Principal*, East Side Continuation School.

MISS ROSALIE MANNING, *Acting Principal*, Bronx Continuation School.

MR. MORTIMER C. RITTER, *Principal*, Central Needle Trades Continuation School.

MRS. MARY E. MAGRANE, Assistant Director of Sewing.

MR. E. E. MCNARY, *Director of Training*, Continental Baking Company.

MR. WESLEY A. O'LEARY, Assistant Commissioner of Education, Trention, N. J.

MISS MARTHA WESTFALL, Director of Homemaking.

MR. CHARLES SYLVESTER, *Treasurer*, American Vocational Association.

MR. MORRIS E. SIEGEL, *Director*, Evening and Continuation Schools.

DR. HAROLD CAMPBELL, Associate Superintendent of Schools.

DR. LEWIS A. WILSON, Assistant Commissioner of Education.

MR. Z. M. SMITH, *Secretary*, American Vocational Association.

MISS ISABEL A. ENNIS, Assistant Director of Continuation Schools.

DR. JOHN E. KIFFIN, *Principal*, Queens Continuation School.

MR. GEORGE F. PIGOTT, *Principal*, Williamsburg Continuation School.

MISS MARGARET E. BURKE, *Principal*, Bronx Vocational High School for Girls.

MR. CHARLES W. LAFFIN, *Principal*, West Side Continuation School.

MR. J. RITCHIE STEVENSON, *Principal*, East New York Continuation School.

MISS MARGARET A. JONES, *Principal*, Brooklyn Industrial High School for Girls.

MR. RALPH L. NEWING, International Text Book Company.

MR. CHARLES M. SMITH, Director Vocational Investigation, Guidance and Placement.

MR. HOWARD A. SCHIEBLER, Secretary to the Superintendent of Schools.

MR. ALEXANDER S. MASSELL, *Principal*, Central Commercial Continuation School.

» » » Special breakfasts, luncheons and dinners to be held in connection with the American Vocational Association Convention.

INDUSTRIAL ARTS LUNCHEON

Hotel Governor Clinton

Friday, December 11, 1931—12 o'clock noon.

Honoring men who have been leaders in the profession thirty years or more. Secure tickets at information desk, Hotel Pennsylvania. Detailed information in regard to this luncheon may be obtained by writing Dr. William E. Werner, Ohio State University, Columbus, Ohio.

EPSILON-PI-TAU BREAKFAST

Hotel Governor Clinton

Friday, December 11, 1931—7 o'clock A. M.

Initiation and conference meeting. Tickets for this breakfast may be obtained at information desk, Hotel Pennsylvania. Detailed information in regard to this breakfast may be obtained by writing Dr. William E. Werner, Ohio State University, Columbus, Ohio.

CITY DIRECTORS OF VOCATIONAL EDUCATION BREAKFAST

Hotel Pennsylvania

Friday, December 11, 1931—7:30 A. M.

Tickets may be obtained at information desk. Detailed information in regard to this meeting may be obtained by communicating with Mr. Charles Sylvester, Director of Vocational Education, Baltimore, Maryland.

TESTIMONIAL DINNER TO MISS BAYLOR

Place of dinner to be announced.

Friday evening, December 11, 1931—6:00 P. M.

Tickets may be secured at information desk. Detailed information in regard to this dinner may be obtained by communicating with Miss Margaret Edwards, Head, Home Economics Department, Alabama College, Montevallo, Alabama.

STATE SUPERVISORS OF INDUSTRIAL EDUCATION—LUNCHEON

Hotel Pennsylvania

Wednesday, December 9, 1931—12 o'clock noon.

Reservations for luncheon may be obtained by communicating with Mr. Paul Cressman, Director of Industrial and Continuation School Education, State Department of Public Instruction, Harrisburg, Pennsylvania.

TRADE SCHOOL PRINCIPALS' ASSOCIATION—DINNER

William Sloan House

Ninth Avenue and 34th Street.

Wednesday, December 9, 1931—6 P. M.

Tickets for this dinner may be secured from Mr. L. A. Emerson, Educational Director, West Side Y. M. C. A., 5 West 63rd Street, New York.

TRADE SCHOOL PRINCIPALS' ASSOCIATION—BREAKFAST

William Sloan House

Ninth Avenue and 34th Street.

Thursday, December 10, 1931—8 A. M.

Tickets for this breakfast may be secured from Mr. L. A. Emerson, Educational Director, West Side Y. M. C. A., 5 West 63rd Street, New York City.

TRADE SCHOOL PRINCIPALS' ASSOCIATION—BREAKFAST

William Sloan House

Ninth Avenue and 34th Street.

Friday, December 11, 1931—8 A. M.

Tickets for this breakfast may be secured from Mr. L. A. Emerson, Educational Director, West Side Y. M. C. A., 5 West 63rd Street, New York.

VOCATIONAL GUIDANCE DINNER

Place to be announced.

Friday, December 11, 1931—6 P. M.

Dinner meeting of the New York Vocational Guidance Association. Detailed information in regard to this meeting may be secured by communicating with Dr. Franklin J. Keller, Director of New York Vocational Survey, East Side Continuation School, Oliver, Oak and James Streets, New York City.

LUNCHEON OR DINNER MEETING, IOTA LAMBDA SIGMA

Date and place to be announced.

Information in regard to this meeting may be obtained by writing G. H. Riedes, Secretary, Pennsylvania State College, State College, Pennsylvania.

We Will Pay a Dollar for a Question

THE QUESTION BOX

Problem 4—To what extent should a vocational agriculture teacher participate in the extra-curricular activities of the school in which he is a teacher?

Submitted by W. O. Zirnstein, Simms, Montana.

Address the News Bulletin Editor, Room 225 State House Indianapolis, Ind.

$5.00 will be paid for the best answer received by December 10.

We Will Pay $5.00 for an Answer

PROBLEM 3.

To what extent should a teacher of vocational agriculture answer calls made by farmers by going to the farm even though the farmer is not the parent of a student of vocational agriculture?

ANSWER

"Can't you come to my house quick? I have a sick cow and I'm afraid she's going to die"—a Vocational agriculture teacher had been called from his all-day class by the farmer who wanted immediate help. The teacher secured permission to leave his class and drove to the farm. The owner had gone away to help drive some cattle for another man and no help was available. The teacher surveyed the situation and drove back to town without treating the cow. She later died of milk fever.

This is an extreme but true case. Should the teacher have treated the cow? And that brings the question, what are the duties of a vocational agriculture teacher in a community? He is there, it seems to me, to instruct farmers and future farmers. This instruction may be in organized groups or as individuals. To be most effective and to reach the greatest number, group instruction should be used. Some individual teaching is necessary, of course, but it should be as follow-up work to class room discussion and should not be done in a haphazard way, subject to call of anyone wanting the teacher. Emergency calls to farms may be justified in some cases, even tho the person calling has not been a member of an organized group, but such calls should be as educational as possible and farmers should be made to understand that they must learn how to solve the problem during the visit, so that future calls will not be necessary. To terrace land or cull poultry without making the operation a teaching process has no more justification than the chopping of a farmer's cotton by the instructor. It is only when the farmer learns how to do the job that the call can be justified at all. Even then such action on the part of the teacher may be doubtful. To make one individual call on any job, invites others to do so and teachers may be kept busy an entire season doing nothing but culling poultry or terracing land.

I would say then, make as few calls as possible without offending. Organize an evening school around the important problems of the community that have been the basis for most of the individual calls. Supervise the follow-up practice of the farmers rather closely and do individual teaching. Never allow trips to unorganized farmers to interfere with your program of work with your organized groups. Remember to teach wherever you go but let group instruction have preference over individual training.

L. D. Parnell,

Runge, Texas.

A NATIONAL PROGRAM OF AGRICULTURE

Prof. O. G. Lloyd

Head, Farm Management Department
Purdue University

Presented at Annual Conference of Vocational Agricultural Teachers, Purdue University, June 16, 1931.

The purpose of this paper is to characterize our national program of agriculture and to indicate the opportunity of the vocational teacher to help the farmer in reaching the goal.

At least three important questions give current interest to the need of a national program of agriculture. (1) Isn't the length and severity of the present agricultural depression sufficient evidence that we have no national program for agriculture? (2) Is the Federal Farm Board a failure? (3) Is Soviet control of agricultural production and marketing necessary in this country?

The abundant natural resources and democratic institutions of this representative government, placed such a premium on man labor both quantity and quality, that the national goal became the highest physical production per man. With freedom of economic opportunity the transition soon takes place from employee to employer, from tenant to owner and the goal in agriculture becomes the highest economic return per manager or head of the household. This is a striking contrast to the goal of the highest production

per acre in all the densely populated countries. There, farm land is conserved and human labor is exploited. There, the strong tendency is a sharp social and economic distinction between the land owner, the farm operator and the farm laborers.

With an abundance of free land here and the desire of the frontiersman to take care of himself, federal agricultural legislation was limited to developing the maximum initiative and self-sufficiency of the individual farmer. Most farmers outside the Cotton and Tobacco Belts were primarily interested in the tariff as a means of developing "the great American market" as it was called. These farmers wanted an increase in population, so the increased demand for farm products would insure higher prices for both farm products and for farm land. They easily became the prey of the manufacturing east, which obtained a protective tariff on manufactured goods and thereby decreased the purchasing power of farm products.

With the increase in agricultural exports since the Civil War has come an increased interest by farmers in tariff legislation which would protect them directly. The best tariff authorities believe that for the farmer's support of the tariff principle, others have gotten the kernel and the farmers the husk.

The farm population, however, has received almost equal benefit from our system of public school education—regarded as the finest in the world. This is supplemented by vocational education, the residential instruction at the Land Grant institutions and research and extension work, both State and Federal. Such a comprehensive system of education for farmers is necessary if they are to successfully compete for the markets of the world with farmers of other lands.

Instead of dictating what kind and amount of products each farmer shall produce he is educated to make his own choice. He alone is compensated or penalized according to the results he obtains. With maximum freedom of the individual to produce what and how he will, has developed specialization. This specialization is based upon the most favorable combination of natural conditions, such as soil and climate, distance to markets, price of labor and equipment and the aptitude of the farmer for different types of farming. With such a combination the lowest cost of production is obtained per physical unit and the maximum profit per unit when accompanied by an effective demand for his farm products.

Although economic conditions are constantly changing as shown in price differentials, it frequently does not pay the farmer to shift his farm organization and operation to obtain the highest prices. With a somewhat ideal farm organization set-up to utilize the capital and labor to the best advantage, the increased cost of production caused by going in and out of the business may more than offset the differential in price of the farm products.

It is highly important, therefore, that future farmers receive the technical and economic information to organize and manage their farms to produce at the lowest cost. In addition, they require economic information to prevent big changes in farm organization quite as much as to help them take advantage of price differentials.

From this discussion, it is evident that a strongly individualistic policy characterized our national program of agriculture during the period of free land settlement up to the Agricultural Crisis of 1920. A liberal system of public education fostered by a representative form of government obtained a product—which has the greatest production per man of any farmer in any country.

Our present tariff act and the agricultural marketing act which created the Federal Farm Board are the result of agitation for legislation which largely began following the World War. Accustomed to profitable prices for farm products for nearly a generation, the crash in 1920 added great impetus to the American Farm Bureau movement which was begun a year earlier. With a national farmer's organization closely allied with the Federal and State Extension System demanding greater economic opportunity for agriculture, the Federal Farm Board was created in 1929. For the first time in the history of this government it became an ardent advocate of farmers, cooperative marketing associations. 'Tis true that a Division of Cooperative Marketing had been established a few years before in the United States Department of Agriculture but it was greatly limited in government support.

State institutions one by one have rallied their forces to this cause until it may be said that practically unanimous state and federal support in money and man power is given to the principle of cooperative marketing of farm products.

It should be emphasized that every cooperative being assisted by the Board is farmer-owned and controlled in accordance with the provisions of the Agricultural Marketing Act and the Capper-Volstead Act. The Board's duty and purpose is to help develop cooperatives on a sound financial basis with sound operating policies. So long as a cooperative borrows money from the revolving fund a condition is made that any other banker would make, which is, that the association's operating policies and management shall be satisfactory to the Board.

According to Chairman Stone, the increase in the volume of business done last year to the year previous, shows approximately six times more wool marketed cooperatively in 1930 than ever before, double the amount of cotton and three to four times as much grain moved cooperatively into the terminal markets as in the previous year. Based on available information it is estimated that the average gain of membership in the 500 large scale associations is 30 per cent and in the 11,500 local associations six per cent greater than the year 1929.

To this appraisal of the gains in the cooperative movement, the past two years should take into consideration "the great advance that has been made in the support of educational institutions, national farm membership organizations and by broad gauge business men and the public generally."

In the development of the national cooperative program laid down by Congress in the Agricultural Marketing Act, the Farm Board "has centered its efforts largely on helping existing cooperatives to unify their sales activities on national or regional lines, depending on the character of the commodity handled; local associations to strengthen their set-up; and producers to organize in the areas not now served by cooperatives". Good examples of the latter are the two state cooperatives recently organized in Indiana, one primarily for the cooperative marketing of dairy products and the other for eggs and poultry.

Eight national sales agencies have now been set up by the Board, the last four of them during the past year. They are as follows:

The Farmers National Grain Corporation.

The National Wool Marketing Corporation.

American Cotton Cooperative Association.

National Bean Marketing Association.

National Livestock Marketing Association.

National Pecan Marketing Association.

National Beet Growers Marketing Association.

National Fruit and Vegetable Exchange, Inc.

Chairman Stone calls attention to six important points concerning these central agencies approved by the Board.

1. Local cooperative associations, whose members are the people on the farm, constitute the foundation, which means the centrals are built from the farmer up, not from the top down.
2. In every instance, the plan of organization was developed by a majority of the cooperative handling the

commodity and without dictation from the Farm Board.

3. They are farmer-owned and controlled and their services are open to all farmers on an equitable basis.
4. Their function is to merchandise the products of their member associations in a manner that will return to the grower the full market value, based on supply and demand conditions, and not to withhold products from the market nor artificially raise prices.
5. Once a central agency is recognized, the Board deals with cooperatives handling that commodity only through the central.
6. Only one central sales agency is recognized for a commodity, but the Board stands ready at all times to help iron out differences in any instance where all of the individual associations have failed to go along on the majority program.

The Board "through its division of cooperative marketing has undertaken over 130 major projects to assist cooperative associations. These include (1) contacts and conferences with state and Federal Extension and educational agencies and state departments of agriculture; (2) participating in and assisting in formulating the cooperative marketing program of state agencies; (3) surveys of the production and marketing problems of certain districts or commodities; (4) assistance in the preparation of organization plans; (5) assistance in developing the business set-up of associations and in organization campaigns; (6) surveys of the internal organization and operation of cooperative associations, borrowing and nonborrowing; and (7) surveys and analyses of the economic factors affecting the organization and operation of particular cooperative associations or groups of associations."

Up to May 23 financial assistance extended to cooperatives by the Farm Board had amounted to nearly 241 million dollars of which more than 119 million dollars has been repaid or nearly one-half the amount borrowed. These loans have been made to 106 associations, many of which are national or regional marketing agencies with their membership composed of hundreds of local cooperative units.

More than 54 million dollars was loaned to 15 associations in the East North Central States including Indiana. Without some such agency as the Federal Farm Board to come to their aid during the low prices of this depression quite a few cooperatives would have collapsed. Commerical banks were unable to tide the cooperatives over this crisis until the cooperatives could readjust their operations to changed conditions.

A second phase of the work of the Farm Board which they regard as fundamental is the adjustment of production to probable marketing requirements. Other industries, according to the Board regulate production to the quantity and quality that can be marketed at satisfactory prices. The purpose of the Agricultural Marketing Act is to place agriculture on a basis of economic quality with other industries. This cannot be done with a so-called ideal marketing system, for it is ineffective when the surplus is far in excess of the consumer demand. Complete and reliable information on crop and market prospects both at home and abroad is the first requisite in carrying out such a program. The campaign to reduce the acreage of wheat, cotton and tobaccos did not get a strong response. This may have been due largely to the farmer not knowing what to do with the land taken out of production. It is probable that the Board will have some recommendations looking to a definite program for taking marginal and sub-marginal lands out of agricultural production. If this program is participated in jointly by federal and state governments it should go a long way in helping organized farmers to prevent overproduction.

A third phase of the work of the Farm Board which has received the greatest publicity but which they regard as the least important is emergency stabilization activities. These they regard as temporary remedies which cannot cope successfully with continuous overproduction of a crop or steadily mounting surpluses. Chairman Stone defends the Board's stabilization of the price of wheat last November to March as one of meeting a "serious situation facing the country". If the price of wheat in Chicago had declined to fifty cents per bushel, it would have cost this country as a whole not millions of dollars, but billions in bank and farm failures and lower prices to owners of wheat.

Last week Chairman Stone closed a speech as follows:

"In passing the Agricultural Marketing Act, Congress established a national policy for agriculture. It committed the Government to the principle of cooperative action by producers in dealing with their economic problems. The legislation contemplates a better marketing and distribution system for the efficient producer and regulation of production of quality products in line with consumptive demands. It provides Government help that will enable the efficient producer to help himself.

"Agricultural cooperation on a national scale thus is the program. It is the program written in the law of the land by Congress . . . . In its activities the Board is working in complete harmony and cooperation with all other agencies interested in a better agriculture.

"Looking to the future, more attention should be paid to the farm boys and girls. Through their clubs they should be encouraged to study the principles of cooperative marketing and to organize junior cooperative marketing associations, thereby gaining practical experience.

"To the farm leaders I offer this suggestion: don't oversell cooperative marketing. It won't cure all the ills of agriculture. It will help, but sell it on its own merits and not some one else's demerits".

I believe we are too near the activities of the Farm Board after less than two years of its existence to confidently appraise the extent of its success. This much can be said, however, without fear of contradiction, that the agricultural forces of this country have been mobilized into a unified educational program of cooperative marketing. It is probable that the financial and administrative support of the Farm Board is directly responsible for a substantial part of the increased volume of business done cooperatively and that the national organization set-up can promise greater results than those that would be conceived on anything less than a national scale.

The third question I shall treat very briefly: "Is Soviet control of agricultural production and marketing necessary in this country?" The Soviet plan appears to be a scientific one to avoid cut-throat competition between individuals and between economic groups in Russia and between nations. How well such a program can be carried out has not yet been demonstrated. Time may be all that is needed to give such central control a chance to prove itself.

It does not seem probable, however, that the typical Russian farmer, the "Muzhik" living as he does on black bread, coffee and cucumbers, can be induced in great numbers and for any considerable length of time to export his wheat to fill the coffers of a government that keeps him on half rations.

It is possible a dictatorship may succeed for a time under the threat of blood and terror. It is possible that these illiterate peasants can suddenly become skilled in the use of labor saving machinery. It would seem more probable, however, that successful cooperation will come as the fruition of higher standards of living. If this be true, it will likely require generations to raise collectivist efficiency in Russia to the standard of efficiency now attained by the American farmer.

No, it does not seem necessary or advisable in this country to adopt the central control of the Soviets to attain the highest standard of efficiency in production and marketing of farm products. The impregnable position of

the family size farm holds, in spite of corporation advocates, to the contrary.

Farms will no doubt increase in size but in large numbers they will not become departmentalized and highly specialized as the manufacturing business.

The demand will continue for the resourceful farmer who can turn his skillful hand to many jobs which the necessities of the weather and his diversified business require of him.

More and more he will probably recognize with John Stuart Mills that while production laws are nature-made, distribution laws are man-made. He will seek more diligently than in the past for equality in bearing the burden of taxation, in equal tariff protection and equal educational opportunity.

The contacts his organizations offer, township, county, state and national, will not only furnish him information for the most efficient production and marketing but also the means of using such agencies for limited control of these processes. National organizations looking toward control of production and marketing of farm products must also recognize the harmony of interests of economic groups, that one industry cannot long prosper at the expense of other industries. This prevents monopoly price and insures the most efficient production and marketing in the interest of the consumer quite as much as of the producer.

"A PROBLEM IN THE TEACHING OF VOCATIONAL AGRICULTURE"

A. Vernon Miller

President of The National Association of Vocational Agricultural Instructors.
Richland Center, Wisconsin

Mr. Chairman and Friends of Vocational Agriculture:—

Inasmuch as I have the privilege of appearing last on this program, I wish to avail myself of the opportunity to express the very keen pleasure of the Wisconsin Agricultural Instructors in having this National Meeting in our state. We fully appreciate that your stay among us is far too limited to gain much personal knowledge of the grandeurs of Wisconsin, and to many the memory of this Badger State will be the memories of Milwaukee alone. While we are proud of this, our largest city, we also have many other reasons for recommending Wisconsin to you besides progressive politics and that which made Milwaukee famous. We sincerely wish that you may have remained with us for several weeks and have become acquainted with our progressive agriculture and the national beauty that has made Wisconsin famous. We are truly proud of Wisconsin both for material and sentimental reasons, and therefore hope that your short stay here has been so pleasant that you will find yourselves turning back to the grand old Badger State in the near future. We wish you a pleasant and safe journey home, and trust that the little bit of Wisconsin spirit that you may have acquired here will not be dulled or lost in the years to come.

When the Program Committee assigned me ten minutes to discuss the Problems of the Classroom Instructor they purposely or otherwise extended a compliment to this group of agricultural workers. Likely they surmised that ten minutes were sufficient to discuss our difficulties since we had so organized and developed our work in the classroom that no problem worthy of much discussion remained. Of course we who are in the classroom fully realize that each new development in vocational agriculture brings its particular problem and never will the time come in agricultural instruction, any more than in any other form of educational endeavor, when we may feel that our difficulties have been effectively overcome and our problems satisfactorily solved.

For one of my experience and limited knowledge to attempt to discuss the classroom problems of the various communities, states, and regions would be the height of egotism. While all states have but one single aim in this work, that is the teaching of vocational agriculture, yet each state to some extent has attempted to develop its program along certain individual lines. This difference in method, if not in aim, has led to distinctive problems in particular localities. However I do realize that if all the various difficulties in agricultural teaching were gathered together and carefully analyzed,t hey could be classified into a few general groups and therefore could be treated with a few certain cure-all remedies. Nevertheless my seventeen years of teaching experience has left me less certain as to the best precedure and a little more certain that newer teaching developments may be along unexpected lines. Time and experience are having their effect, and I am more open-minded and less dogmatic in agricultural teaching practices.

However there is one problem that is common to every locality that is attempting education in vocational agriculture, regardless of size of community, type of farming, equipment of the department, carefulness of supervision, set-up of program or qualifications and experience of the instructor. This problem, if not solved, brings to naught all the study and effort given to agricultural education. In fact this problem is all the more momentous when we realize that it in itself is the reason for the development of this great movement toward a more intelligent agriculture. The problem I refer to is the American Boy Interested in Things of the Farm.

The last twenty years have been the period of growth in Vocational Agricultural Education and the development and expansion during this period has been characterized to a great extent by one of the features that is noted in the development of scientific agriculture; namely that much of the real advancement has been possible through the work and findings of men who were not trained in practical agriculture. When education in farming suddenly became popular, the demand for a personnel was such that many entered the work without special preparation. Men with only academic training, who were fortunate to have been born on a farm, felt qualified to take part in the setting up of this work. These men were of high purpose and sincere intent, but often lacked the viewpoint of the farmer and his boy. First we had classes that followed the laboratory methods of the older courses in chemistry and physics; then a period when we felt that we must have an experimental plot or farm. Following this we had supervised study, supervised practice, courses of study or no courses of study, projects and project records, seasonal sequence and job analysis, long time projects and long time programs, studies and surveys.

All this and much more was the result of the uncertainty of those charged with the task of this new education, yet the farm boy was asked to take it and profit thereby. This period was also a time of publicity, so that we were interested in telling the world at large the number of students in our classes, the increase in the number of departments, and the great sums earned by our departments through project activities. Our desire for a favorable showing often caused the over-zealous to create unheard of profits on calves, poultry and other enterprises. And in this the farm boy was a part even when he and his father well knew of the ludicrous situation.

I do not wish you to think that I am ridiculing those men who were instrumental in starting our agricultural education any more than I would want to hold to derision a Von Liebig, a Pasteur or a Babcock. We should pay homage to those who carved out paths through the wilderness of ignorance so that we may follow with comparative ease and comfort. These men may have made mistakes as any pioneer can who is unacquainted with the lay of the land. They may have over-emphasized and over-developed certain features because their vision was limited by the unexplored hills. However, I do believe that now is the time when we must pay more attention to the personal element in agricultural teaching because the ultimate success of this work depends more on how the farmer and his son think and feel about that which is going on in their own community than upon

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HOUSE OF DELEGATES
of the
AMERICAN VOCATIONAL ASSOCIATION

The House of Delegates of the American Vocational Association will meet in the Ball Room, Hotel Pennsylvania, New York City, at 2:00 P. M. Friday, December 11, 1931.

No one will be seated as an official delegate except upon presentation of a certified statement by the secretary of the A. V. A. This certified statement will be issued only to state directors of vocational education, presidents of State vocational associations affiliated with the A. V. A., and to those persons designated in writing by either their state director of vocational education or the president of their State vocational association affiilated with the A. V. A. The list of persons thus designated should be presented in typewritten form. The full name, the official title, and post office should be given for each delegate.

Each State must present its list of delegates to Z. M. Smith, Secretary, American Vocational Association, in Parlor 4, Mezzanine Floor, Hotel Pennsylvania, New York City, before five o'clock p. m., Thursday December 10, 1931.

Each State is entitled to one delegate for each 20 members or major fraction thereof, whose dues for the year beginning September 1, 1931, have been paid to the A. V. A. secretary, before five o'clock p. m., Thursday, December 10, 1931. The state director of vocational education and the president of the affiliated association are members of the House of Delegates by virtue of their offices, if they have paid their A. V. A. dues for the year.

A. V. A. Membership Lists

Your State vocational membership list, accompanied with a remittance of one dollar for each member, should be sent in duplicate very, very soon, to Z. M. Smith, Room 225, State House, Indianapolis, Indiana. The official blank, mailed to state directors and secretaries of State affiliated associations several weeks ago, should be used in transmitting membership lists. If you need additional blanks, please inform the A. V. A. Secretary.

The membership fee for the year begun September 1, 1931, is now due. Each state affiliated association should collect dues from its members and forward remittance of one dollar for each member to the A. V. A. secretary immediately.

THE PRESENT STATUS OF PART TIME EDUCATION IN NEW YORK STATE

By OAKLEY FURNEY

Chief, Bureau of Industrial Education, New York State Education Department.

The school year 1930-31 marks the completion of a decade of experience in New York State with a program of complusory part-time or continuation-school education for employed children. Noteworthy progress has been made during this period. Objectives have been clearly defined. Opportunities for real service to working youth have been dicsovered. Methods of teaching have been improved. Better facilities have been provided for the schools. The administration of the program has become simpler and easier than formerly. Some changes have been made, from time to time during the period, in the provisions of the State law. The general public has come to have an approving attitude. It is evident that the foundation has been laid for a significant and permanent educational structure.

The legal requirement that employed minors, 14 to 17 years of age, attend day school for four hours each week brought into question, in 1920, the objectives of an educational program which had to be carried out with only 144 hours of possible instruction during the school year. Gradually the realization came that the part-time school objectives were closely connected with the life-career motive and must be expressed in terms of vocational guidance, vocational training, health education, placement, thrift education and education for a wise use of leisure time. The clarification of objectives resulted in the working out of the present practical and worthwhile program.

Growth in Education

During the past school year, 1930-31, there were registered in the part-time schools of the State 149,856 boys and girls 14, 15 and 16 years of age. During the first year of operation of such schools in 1920-21 the total enrollment was 30,236 or slightly over one-fifth of the present one.

TRADE SCHOOLS AND INDUSTRIAL HIGH SCHOOLS IN NEW YORK STATE

By OAKLEY FURNEY

Cheif, Industrial Education Bureau, New York State Education Department.

The New York State Legislature of 1908 passed an Industrial and Trade School Act which gave local boards of education the authority to establish vocational schools and also provided a subsidy to be given on account of the employment of teachers. Ten industrial schools were organized that year with a total registration of 688 boys and 180 girls. One school was located in each of the following places: Albany, Buffalo, Freeville, Gloversville, Hudson, Lancaster, New York City, Rochester, Schenectady and Yonkers. The pupils were, for the most part, retarded boys and girls, the buildings were poor, equipment was limited, many of the teachers were untrained and inexperienced, the courses were not well adapted to the needs of industry and neither the supervisors or teachers had very clear ideas as to what should be

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BANQUET AND DANCE TICKETS

Tickets for the A. V. A. banquet and dance to be held in the Grand Ball Room of the Pennsylvania Hotel, New York City, on Thursday evening, December 10, 1931, must be secured prior to December 1, 1931. The price of the ticket covers the charge per plate, the entertainment, tips, decorations, and the dance.

The tables will be numbered and guests will be seated in groups of ten at a table. Reservations may be made for a group of ten persons or for less than ten persons at the same table. Reservations for one person can be made.

The accomodations are limited. Reservations should be applied for immediately to insure acceptance. Check in full payment must accompany your application. Persons who reside in the same State and who desire to be seated at the same table should so indicate on the application. Persons from two or more States who desire to be seated at the same table, should arrange with each other accordingly and should send in their application as a group on one blank.

Applications not accompanied by remittance in full cannot be honored. Applicaions must be in the hands of the chairman of the banquet committee before December 1, 1931. Dr. John E. Kiffin, 47th Avenue and 37th Street, Long Island City, New York, is chairman of the banquet committee.

APPLICATION FOR BANQUET TICKETS

Dr. John E. Kiffin
47th Avenue and 37th Street,
Long Island City, N. Y.

Dear Sir:

Please find enclosed remittance of $....., payment in full for ..... A. V. A. banquet tickets at five dollars ($5.00) per ticket for the following persons:

	NAME	P. O.	STATE
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Very truly yours,

Signed .....

Address .....

"A PROBLEM IN THE TEACHING OF VOCATIONAL AGRICULTURE"

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the number we can muster in our classes or the results of some nation-wide survey. The papers may be "plugged" continually with stories of the agricultural department, but the patrons of the school will have a much more reliable source of information as to the true worth of the work and will gauge their support accordingly. The time is gone when we can recommend a fertilizing and soil building program to a boy without also considering the source of the finances. No longer can we attempt to teach the production of quality farm produce unless the markets pay for quality, or find a market that will. Gone is the day, when in the light of the business failures in the ciries, we dare intimate that success is sure to come to anyone who farms after a certain prescribed formula. We must be willing to teach agriculture with the full knowledge that we are dealing with human material with all the faults, limitations and abilities of the average man.

We all realize that there are certain efficient methods of instruction that are based on sound psychology and the successful teacher will employ them. There is no doubt that courses of study can be carefully scrutinized and much "dead timber" eliminated. It is an accepted fact that to know what to teach, when to teach it and how to teach it are of vital importance to every agricultural instructor. There is a place for publicity in agricultural education even though some of it smacks with considerable showmanship. It is true that surveys and studies carried on in almost unlimited number and upon almost every conceivable subject have helped to chart a course for future development. But we must always keep to the forefront the realization that all this is being done for the American Farm Boy, the man of tomorrow who by his own success or failure will determine the success or failure of Vocational Agriculture.

Are we absolutely sure that by teaching proper facts, in the proper manner, at the proper time, the successful future of this great work in which we are engaged will be assured? Are we certain that we are so far-seeing that we can select the necessary and fundamental facts of agriculture and present them in such a way that by their use the student of today can become a successful farmer in a decade or two? I do not believe it is possible in an ever changing business like farming.

Each new scientific discovery, each new economic change, each new social alteration brings to bear new and more important facts in agriculture. Many beliefs of a few years ago have been discarded in the light of new knowledge. The teachings of today may be valueless tomorrow because of new discoveries, new determinations, new world wide changes. The success of Vocational Agriculture must then depend upon something else besides the teachings of facts, the setting down of scientific conclusions.

The really successful instructor in Vocational Agriculture must include with his teachings of facts certain ideals, confidences, and determinations. Not visionary ideals of something unattainable, but ideals so full of life that they grow among all difficulties into realities. Not confidences of self-satisfaction but the confidences of self-reliance and courage in spite of change and disappointments. Not a determination that is obstinate, but a determination that is a tenacity of purpose and a resolute endurance. Scientific facts and carefully drawn conclusions are of the utmost importance in our teaching but with these must be included those factors that make for worth-while living. For too long a time the farmer has been a mere working force in production, and while these material things are vitally needed and must not be neglected, Vocational Agriculture must place the human emphasis in the very center of its program.

We Agricultural Instructors, through fortunate circumstances have an opportunity that no other group of secondary teachers enjoy. Because of an average low student load and an intimate knowledge of home conditions, we are in a position to do a personal and an individual service of untold value. We can study each boy and consider his individual differences and aptitudes and so advise and train him that he may find his place in life with the least wasted effort. The Almighty Creator placed in each American Farm Boy a great store of latent possibilities, which we can help to bring out and develop. We can so teach Vocational Agriculture that our students will not only become successful from the material viewpoint, but also that they may live worthwhile lives, ever prepared to meet changing conditions and unforeseen problems.

PLANNING THE ANNUAL PROGRAM IN VOCATIONAL AGRICULTURE

L. R. Larson

Instructor in Agriculture, Beaver Dam, Wis.

In Wisconsin, we hesitate in selecting a master teacher of vocational agriculture for two reasons. One is that no one in our state feels capable of making a selection of this kind, and the other is that no teacher would appreciate the honor very much if it were thrust upon him.

To me, talks, either good or bad can be scored on three points: 1. Does the talk inspire the listener? 2. Does it reorganize the listener's own information into more fundamentally sound thought? 3. Does it give the listener new information?

I am just dropping these points by way of introduction so that you may realize that I know how thin is the foundation upon which I stand in talking to this group. I do, however, appreciate very keenly the honor of speaking to you, partially in representing my own associates in Wisconsin, and also to members of the American Vocational Association.

Ask the average farmer what it costs to produce a bushel of corn and in 99 cases out of 100 he will answer, "I don't know". In further questioning, ask him if twenty-five cents a bushel is too low a price and he will answer, "Yes." Ask him if $1.00 per bushel is too high and he will give you the same answer. He seems to know in general what the cost isn't, but doesn't know exactly what it is.

I find myself in a similar predicament in trying to justify the use of the annual plan system which several other men in the state as well as myself are attempting to put into practice. I believe this plan should be used, but until I was backed to the wall with the news that I was to present this subject to you, I had not given it much analytical thought.

However, I realize that the agricultural instructor who is sincerely attempting to justify the cash spent by his school board upon his department finds plenty to do without undertaking another job, (the exact reason for which he knows not). For this reason I am attempting to give the "why" of supporting the annual program plan.

The teacher in Vocational Agriculture is being recognized more and more as a factor in the complicated program of farm relief. It seems to me, therefore, that upon the teacher of agriculture is placed the responsibility of building up a solid program of work for his locality each year—and that, above all, he is to make an honest effort to reach his aims.

With several thousand teachers of agriculture all over the United States, constructing worth-while programs and carrying them out, a tremendous influence could be wielded against the chief barriers to agricultural progress, namely ignorance and indifference.

Purposes of the Annual Plan

As I see it, the real purposes for the annual planning of the agricultural program are as follows:

1. An annual program serves as a barrier against more projects than it is humanly possible for one man to handle.

The average community offers a host of worthy projects to the teacher who

might consider them. By making an annual program, he then naturally selects those projects which could best be promoted in his locality. This prevents him from dabbling in a great number of projects.

2. The annually planned program also wards off other projects that may arise during the year so that a few projects may be well done.

Occasionally a condition arises whereby we must alter our yearly plans. This situation, however, if allowed to come up too often, as it may if there is no yearly plan, lessens the efficiency of the department considerably.

3. By organizing our work on a year's basis, we build a corral which serves to keep the best ideas in mind. By so doing, we are quite liable to see to it that these ideas are put into operation.

It is human nature to shirk those tasks even that we know should be done. A written yearly program so placed that it may be read through several times during the year helps one to remember to carry through those projects deemed worthy.

4. Finally if the program is closely paralleled with complete and accurate records, covering the entire year's accomplishments, the instructor will have an opportunity to compare his ideals with his results.

Obviously we should keep good records of our work. The reasons are too clear to need much further comment. One of the paramount values in good departmental record-keeping is that it allows comparison with your aims and the inventory of your results and accomplishments. Reaching the goal you set for yourself in an annual program is some inspiration in itself.

There is, however, one feature that is not favorable to the annual plan proposition. If one is not careful, he, the teacher of agriculture, will have a tendency to accomplish *things* to the extent that he will unconsciously neglect to do real teaching in the finest sense of the word.

Constructing the Working Plan

It has been my good fortune the past three and a half years to work in a school system which is quite highly organized. I have also had the privileges naturally concurrent with the opening of a new department. I therefore determined that it was up to me to use my privileges to the fullest extent for the good of the community, and at the same time to carry through the business ideals of the school administration through my department. In about one month after arriving at Beaver Dam, I constructed a four year program such as you will find on the first three sheets of mimeographed material which has been given you. This will be summarized in the fall of 1932. I believe it would be the better thing to do, however, to wait one year before the teacher should build his long time program.

Since 1927, I have made annual plans for 1928-29, 1929-30, and 1930-31.

In building up these yearly programs, I have not seen fit to make any formal surveys. I believe the average teacher can make out a good working plan from informal observations made while he is about his regular work. The actual writing of each program took from two to four hours spread over a period of about two weeks. Most of the planning for the outline was done behind the steering wheel of my car.

In order to make the yearly program worth anything at all, it is imperative that it be used. It is well to have copies of both your program and its summary in the hands of your school administrators. Above all one copy should be in your own office files and one at your elbow at all times for reference. It goes without saying that definite aims stated in tangible, measurable terms should permeate the whole written program. Such a procedure allows the instructor to do an accurate job of "comparing notes" at the end of the year.

A friend of mine who has watched my work to some extent noted my yearly plan. He said, "How long did it take to work this out?" I replied that it took about two weeks to draw up the plan. He then said, "Now that you've got it, what are you going to do with it?" The only reply that I could give was that I would spend the other eleven and one-half months trying to catch up I find that this was and is quite true.

Those of you who may have been in the Smith-Hughes profession as long or longer than I, may feel that the adoption of the annual program idea is not needed. If you can keep in mind and accomplish your program without its aid, more power to you. However, the beginning teacher in Agriculture should be especially benefited by a planned program of work. Too often the beginner is called on to do things in his community in the name of progressive agriculture which in the light of deliberate longtime planning would be ruled out of the picture.

Smith-Hughes agricultural work is a fundamentally sound factor in the struggle for agricultural equality. The movement will be just as strong as the basic unit in its administration, that is the Smith-Hughes teacher. If we stand still we soon fall behind. My sincere hope is that the suggestions in this little talk may be of some service to you. None of the ideas that I have mentioned are original by any means, so while I cannot claim any credit for them, neither can you fasten the blame on me of promulgating more planks in your already crowded platform of work.

THE USE OF VISUAL AIDS IN TEACHING VOCATIONAL AGRICULTURE.

Roy E. Seamens
West Newton, Pa.

It is not the purpose of this article to discuss the values of visual materials in teaching or to tell the sources from which these materials may be obtained. If the reader is desirous of learning more of the values of visual education he is referred to the bibliography at the end. The sources of visual material are so numerous and obvious that we are prone to overlook them, especially the blackboard and the farm shop.

The writer wishes to state that this article is limited to his own experiences and is not offered as a cure-all in teaching agriculture. It is hoped that some benefits may be derived from it by others in the field. The facts mentioned here are beneficial to this school by the way of stimulating interest among the pupils and advertising the department to the people of the community. No outstanding claims are made here but it is offered for just what it is worth.

The use of visual materials may be over done at the expense of the learning habits and must be zealously guarded against. There are four values of visual aids that are kept in mind: first, as an easy means of identifying objects and operations; second, to stimulate thinking on the part of the pupil; third, to help the pupil to grasp relations; and, fourth, as a type of aesthetic enjoyment.

The cheapest and one of the most important aids in teaching is the blackboard. The teacher and the pupil both use it to convey thoughts and relations that are difficult to express in words. In most cases the drawings are crude but they usually put across the idea in mind. Character education, one of the primary aims of our schools, is materially aided by drawings put on the blackboard. Pupils are encouraged to use the board for any purpose during the time they are in the room and classes are not in session. They usually put their thoughts on the board and the teacher, by close observation of these drawings and thoughts expressed, will get a mental picture that will aid him in getting a better understanding of the pupil using the board.

Film strips are a valuable aid in teaching, provided the above mentioned aims are kept in mind. Care must be exercised not to abuse the use of film

strips by using them as a source of entertainment or as a time killer. The film strip is shown to the class at the beginning of the unit to be taught, to give the pupil a general idea of the unit about to be taught. Thought provoking questions are asked. If they are answered correctly by the pupils without having studied the lesson, the teacher forgets them. It is useless to teach something the pupils already know, besides it gives more time for the difficult part of the assignment. The same pictures are shown at the end of the assignment and the difficulties cleared up. This time the teacher does not have to ask questions, the pupils do that, usually they are of the why and wherefore type of questions. The second aim, the stimulation of thought on part of the pupil, is usually reached.

Contrary to the general practice, there are no picture charts pertaining to agriculture on the walls of the agricultural room. It is the opinion of the writer that pupils become so accustomed to seeing them on the wall, that when it comes time to use and study them, the pupil honestly thinks that he knows all that is on them. Consequently he pays little attention to them when they are being used. The same method is used and practiced with seed samples, soil samples, insect plates, etc. When the units are taught involving seeds, etc., the samples and charts are before the pupils until the unit is finished.

Very good programs are secured on the radio relating to character education and agriculture from "The American School of the Air", "The Ohio School of the Air", Vo-Ag Period on K.D.K.A., etc. Comments on this aid are withheld until more data is available.

The value of demonstrations has been so clearly shown by laboratory methods, projects, and the demonstrations at the Farm Products Show at Harrisburg, that it does not have to be mentioned here. Field trip demonstrations are valuable, but the trouble here is that it is not always convenient to take the class out just at the time the work is being done on the farm. Also there are operations that are essential to farming that cannot usually be seen, such as the different methods of drainage, different systems of laying out orchards, range versus confinement systems of poultry raising, and several others.

In order to demonstrate these practices, and to give the pupil an understanding of the operations involved, the "farm" was brought to the school. A platform, eight by twelve feet, was built and covered with five inches of soil. Usually two demonstrations are operated at the same time, one by the lower class and one by the upper class. Two of these demonstrations will be carried through in order to more clearly show how the idea is worked. Also the equipment necessary for the operation of the "farm" is made in the shop, except the farm machinery. Range versus confinement system was worked out by the lower class. Colony houses equipped with roosts, nests, skids, windows with cello glass, etc., were built and then placed on the "farm". Houses for the confinement system were built equipped as above with the screen-enclosed porch added. Different model houses were made and used. These were placed alongside of the range method models, each boy in the class being responsible for some phase of the work. The class would be studying this unit at the time of building the models. Each boy explained his part of the work when the whole thing was completed. The advantages and disadvantages were discussed.

In the drainage project on the "farm" the tile was made by using round sticks about two inches long and one-fourth inch in diameter. The herringbone, gridiron, natural, and stone ditch methods were shown. The ditches were made by actual use of sights, batterboards, and measuring stock to get the slope. Guarded bulkheads were made by using small blocks with holes bored in the center and the holes covered with fly screen. Miniature tools were made and labeled. Explanations were then given the same as for poultry.

Numerous demonstrations may be given as the "farm" is equipped with plows, tractors, manure spreader, threshing machine, combine, hay loader, hay rack, gas engine, etc., all with movable parts. Miniature farm animals and people are used to add interest and to make it more attractive. Christmas tree lights are used for the farm lighting system. All this may seem like a lot of work but the results more than make it pay in this school.

One of the results of the experiment unlooked for, but nevertheless welcome, is the advertising that it brings. The boys tell their parents and others about what they are doing and they come to see the "farm", thus getting in contact with the school. Grade teachers bring their pupils to see the "farm". These teachers report that their pupils are anxious to get into high school. Other pupils have signified their intention of taking up agriculture next year. However, it remains to be seen whether or not the enrollment in the agricultural class is stimulated.

MORRIS GREENBERG: *Reprint from Proceedings Eastern Arts Assoc. What the Average Teacher May Accomplish in Blackboard Drawing.*

DR. BROYLES: *Objective Number One Visual Education.*

FRANK N. FREEMAN: *Professor of Education, University of Chicago. 17th. Annual Schoolmans' Week Proceedings. 1930. Page 288.*

GEORGE OLIVER MARRS: *Univ. of Denver, Colo. Master Thesis. Use of Graphs and Diagrams in Teaching. The Value of Free Industrial Material—An Aid in Vitalizing the School Curriculum. Master Thesis. 1929. Stanford University.*

Dept. of Public Instruction, Harrisburg, Pa. Visual Education. The Object—Specimen—Model and Blackboard Technique. Educational Monographs.

TRADE SCHOOLS AND INDUSTRIAL HIGH SCHOOLS IN NEW YORK STATE

Continued from Page 24

taught or how the teaching could be best done. It is doubtful if the ten schools had all told $50,000 worth of equipment.

The 23 years which have elapsed since then have brought many changes. The registration in day unit trade schools had increased to 16,755 last year, when 11,508 boys and 5,247 girls were reported in attendance. The various cities of New York State now boast some tof he finest trade-school buildings in the world, among which may be mentioned the Burgard Vocational High School, Buffalo, the Manhattan Trade High School for Girls, New York City; the Pecklam Vocational High School, Buffalo; the Seneca Vocational High School, Buffalo; The Trott Vocational High School, Niagara Falls; and the Brooklyn Industrial High School for Girls, New York City. Equipment is everywhere uniformly excellent. Supervisors and teachers are carefully selected and have the benefit of good training. The pupils are a normal group of 14 to 18 year-old boys and girls who are interested in entering industrial occupations. A total of 53 different unit-trade courses are offered, 46 for boys and 7 for girls.

Interest in the trade-school program has really just been awakened. New York City will open next September its beautiful new Samuel Gompers Industrial High School and plans are under way in the same city for new buildings for the Brooklyn Industrial High School for Boys, The Murray Hill Vocational High School, The Central School of the Printing Trades and The Central School of the Needle Trades. Albany promises to erect an Industrial High School building and other cities are considering their local needs with a view to construction.

HOME ECONOMICS EDUCATION

We Will Pay a Dollar for a Question

THE QUESTION BOX

Problem 4—I have several girls in my Home Economics Classes who I would say need to take the course. They dress very poorly due to lack of money and the knowledge of how to sew and dress properly. How am I going to provide for these girls buying materials for sewing classes when impossible to secure aid from home or school?

Submitted by (Miss) Julia H. Stenken, Lloyd High School, Erlanger, Kentucky.

Address the News Bulletin Editor, Room 225 State House Indianapolis, Ind.

We Will Pay $5.00 for an Answer

PROBLEM 3

Miss Brown is a beginning teacher of foods to ninth grade girls. Books will not arrive until ten days after school opens. What would you have her do until the books arrive?

ANSWER

First of all, the girls must not know that these lessons have been planned to fill in the time until the books arrive.

Ten lessons, one and one-half hours daily:

1. *Advertising*

Have a number of current magazines in the class and notice the various ads. Discuss the purpose of them, the color schemes and combinations used, the methods of drawing attention employed by the advertisers. Are their methods and motives always honest?

Select the ads that seem the best and try to discover why they like them. Could the color schemes and combinations be used elsewhere? Is there harmony in them?

What is harmony? How could harmony of color, ideas, etc., be brought to the table?

Assignment: Have girls bring in attractive pictures of foods and those showing methods of setting tables.

II. *Meal Planning.*

Arrange meals using these pictures. (Make no mention of food values, cost, labor, time, etc. Let the girls plan what they think would be right, and in a later lesson on food values, get out these meals and the girls will enjoy criticising the menus they planned before they actually understood the careful planning of meals as an art.) Have the girls inspect all of the plans and vote for the ones they consider best, then tell why they liked some better than others.

Each girl should then assemble her best meal and paste the pictures on a piece of theme paper. These should be collected by the teacher and kept for future reference.

III. *Purpose of Food in the Body.*

1. Lecture by the teacher. A skeleton outline should be on the board so that she may fill it in as she proceeds with the talk.

2. Discuss the effect of mental hygiene on digestion, neatness of table arrangement and mealtime etiquette.

IV. *Garnishing versus Advertising.*

1. What makes the pictures of foods in magazines so attractive?

2. How might we make ours like them so that people will *want* what we have to serve?

3. Demonstrations by the teacher on some of the simple methods and means of garnishing. (Suggest a pot of parsley in a hanging basket in the kitchen.)

V. *Table Setting.*

Plan menus and set the table for them. Practice serving in correct form and stress simplicity.

Make small sandwiches and lemonade and serve an informal tea just for the class.

VI. *Arrangement of Kitchen Equipment*

Every kitchen should be as convenient as possible so as to save extra steps, time and energy.

1. Look over the school kitchen and note wherein it might be improved.

2. Plan for the placing of the utensils used (a) daily (b) occasionally.

3. Budgeting time in housekeeping.

VII. and VIII. *Economy in Marketing.*

Comparing costs of:

1. Bulk and packaged goods.

2. Home canned and commercially canned products.

3. Buying in small and large quantities. (Arrange with a grocer to take the class to his store or have him come up to the school and talk to the girls.)

Inquire, compare costs and compute savings when such articles as potatoes, cabbage, apples, onions and carrots are stored in the cellar in the fall for winter use.

IX. *Seasonal Suggestions.*

Make lists of all the fruits, vegetables and meats in season and compare the cost with them out of season.

Everyone at some time has unexpected guests. How can the situation be met with the least amount of effort and confusion?

1. It is wise on the part of a housewife to have an "emergency shelf."

2. Everyone should have some menu in mind for such an occasion so that the unexpected does not cause her to be confused and inefficient.

X. *The Charming Hostess.*

Discuss the qualities of a gracious hostess and discover what it is that she does to cause her guests to be at ease.

Take turns at being hostesses and never permit gossip to lead the conversation. Learn to change an unpleasant subject without being rude or offensive.

Bernice E. Smoot,
Milwaukee Vocational School
Milwaukee, Wisconsin.

BUILDING A PROGRAM ON THE NEEDS OF THE ADULT HOME MAKER

Hazel E. Thompson

State Supervisor, Vocational Home Making, Topeka, Kansas.

If we could plan and execute an evening school program in the same way that we do a day school program, we would not feel that it was so much of a problem as we do at the present time. If our pupils were there because they were required to come, if we knew they were there for a given period of time, we could plan a comprehensive program and many of our serious problems would be eliminated. The fact that women come to evening school voluntarily is evidence of interest, and interested people are easily taught provided the teacher can capture that interest and hold it. Since adult classes are entirely voluntary and since women come to them in order to get help with specific problems, the program must be planned specifically to meet the needs of these women.

The entire success of the evening school depends on the type of program offered and the type of teacher who is employed. Our interest centers around these questions—

1. How may we determine the needs of the home makers?
2. How may we plan the instruction so that it will be of practical benefit to home makers; that is, how may we give the instruction so that it will actually meet these needs?
3. How may we determine when these needs are met?

First, we will consider the problem: What are the needs of the present day home maker—Are her needs the same this year as last year? We find that the needs change with a changing social and economic order. Right now more than ever we need to stress economy. We find that made-over units in clothing, low cost meals, planning the family finances are units that appeal. Today, women face such problems as these: How can I guide my child's behavior habits? Which labor saving devices must I select for my home? How may I apportion the income so that we can be suitably dressed, healthfully fed and housed for comfort and respectability and artistic satisfaction? Or what entertainment or recreation may I plan that will interest my entire family? In order to fulfill the objective of adult education, we must be prepared to give training regardless of age, social position, education, or previous experience of the women enrolled.

The subject matter in the courses must be on a level with the women's intelligence and must tie up definitely with their interest and their home problems.

We may meet their needs not only in regard to home problems solved but in other ways as well. The meeting place should be convenient for the greatest number of women enrolled and the time of meeting should be at the time that is most convenient for the majority of the group. The meeting place should be comfortable and attractive, well heated, lighted, ventilated and clean. Larger communities that provide for classes in outlying districts and hold them at varying hours are doing much to meet their obligations along this line.

In planning a program, determining the needs, it is well to talk with a great many key women in the community—the leaders of the P. T. A., the leaders in church organizations, in the women's auxiliaries of labor organizations, in the Federated Clubs, in the A. A. U. W., and in any other organized groups. These women will give valuable information concerning the type of women, their home conditions, the salary levels represented and the actual home needs. If the teacher could plan to visit a few of the representative homes, it would give her a much better insight into their home life and needs. An enrollment blank may be used that shows the women's education, the number and ages of children in family, the type of home in which they live, and other valuable information.

Another way to determine needs is to use a self-checking sheet on which the woman checks her own practices and knowledge as well as her needs. This may be valuable in several ways. It may help to show the woman where she lacks information or it may call her attention to newer practices than she has been using in her home work. Where there is a large enough enrollment to warrant several classes, it is well to try to get the women placed in the group that most nearly fits their capacity. In one of our larger centers from eight to twelve classes are organized at one time. Of these, four are clothing classes. As the women enroll the local director talks with each one individually and by various means determines where each woman fits in best. Two of the groups are elementary and in these, simple wash garments are made. The other two groups are more advanced; usually one of these is a made-over unit and one a new material dress unit. The women can thus get the type of clothing work they most need at this time. Thus, the individual differences in needs and capacity can be cared for. In a small community where it is impossible to have many groups the units may be shorter and a greater variety of work offered. By having short units and offering a variety during the year, many needs of different home makers can be met. At all times the women should be encouraged to bring in their individual problems. These will make good discussion material and the class will profit by the pooled experiences of the group. While I was visiting a class in home decoration recently, a problem of dyeing material was presented by one of the women. Through the discussion of this actual problem a splendid lesson on color combinations was developed.

We must meet the women's interests first then try to lead them to be interested in other worth while things. In other words we must make them conscious of other needs. Often we find that the women are interested in one type of work. For example, they might be interested in a unit in interior decoration or meals for special occasions. By giving a short unit of the work in which they are most interested, it is entirely possible that they may become interested in nutrition for the family, child feeding, or home management problems. We are justified in offering a less practical course at first if it is the channel through which the women realize their greatest needs and through which they will be led into more practical and helpful courses.

An essential in meeting needs is to have a well trained teacher who has sympathy and understanding for the home maker. She must be well versed in the units she is to teach and must be able to hold the confidence of the women. She must have had practical experience in many lines of household activity so that she can speak the same language as the home maker. No matter how well trained she may be in theory if she lacks the actual practical experience, she will not have the respect and confidence of her class.

Next we come to the question: How may we know when the needs are met? In other words how may we evaluate our program?

This is one of the most difficult problems we have—to be sure our work is really functioning. There is no single measuring stick that can be used for every program or every class. We must devise and use many methods of evaluation.

It is possible to judge the finished product in some classes. In a class in which construction work is done, we can determine to some extent if the standards of workmanship have been

improved, if wise selections have been made, if judgment has been used. We can tell to some extent if the woman has developed independence and confidence in herself. Any of these signs of improvement will indicate development and growth of the women.

The conscientious teacher may ask herself such questions as these.

1. To what extent is a high average attendance maintained throughout the unit?
2. Are women in class bringing in their own problems for solution?
3. Has interest been developed in other units than the ones first organized?
4. Does membership in the class include a good cross section of women in the community?
5. Are more books on home making being drawn from the public library?

If the teacher can answer these questions satisfactorily she may feel that she is making progress with her program.

It is harder to determine how much the home practices have been affected and changed for the better. If it is possible for the teacher to visit the home, she may see some of these changes. She may learn of them by talking with the women. We can cite many examples of this type. In one class of home furnishing after the lesson on selection and hanging pictures had been given, one woman told the teacher that she had removed a picture of dead game from her dining room and replaced it with a cheerful picture that the family enjoyed. Another woman told how she had rearranged her pictures, lowered them and hung them in the proper method. This was definite proof that some of the class instruction carried over into actual home practice.

A local director of evening classes told me of this incident. A meal planning class was organized for a group of women with a very limited salary. On the evening the director visited the class they were preparing a one dish meal—a goulash. It was tasty, nutritious and attractively served. The cost of this dish to serve a family of six was twenty-five cents. At each class meeting the teacher gave the women instruction in planning meals that would properly nourish their families and that could be provided with the amount of money they had to spend for food supplies.

In another community the teacher of the child study groups has many calls from mothers concerning their problems. One mother who is working on a particular difficulty has a conference with her twice a week concerning the progress of her project.

That women have become aware of their problems and are seeking more information is shown in another community. The city librarian said that there were many calls for books concerning household problems. Books that had not been off the shelf for months were in constant circulation after adult classes had been organized.

In still another community the librarian got in touch with the teacher and asked her help in collecting books and pamphlets that would be helpful in the units offered. This material was placed on a special shelf and was frequently used by class members. Does this not show awakened interest in the problems of the home maker? To summarize: If we are to build a program on the needs of the adult home maker we must:

(1) Use all possible methods to determine what these needs are.

(2) Plan courses that will meet the needs and be ever alert to vary these courses as the needs vary.

(3) Evaluate our work in terms of how the needs are being met.

If the women show progress in products made in class, if they are able to work independently at home, if some of the home practices are improved, if the women become aware of their problems and seek a solution and new information from available sources, then we may feel that we are at least beginning to approach our goal of building a program to meet the needs of the adult home maker.

FINDING THE NEEDS OF THE WORKING GIRL IN THE RURAL DISTRICT AND MEETING THESE

ANNA SMRHA
Gordon, Nebraska

In the search for the needs of the working girl in the rural district it is necessary first to investigate who she is and what she does and later to determine what it is that she hopes to do in the future.

There are not many jobs open to the working girl in the rural district. She may teach if she finishes high school and prepares herself by taking the normal training course. She may work in an office or clerk in a store. But these jobs are limited in number and the proportion of girls to be found in them is necessarily small. The greatest number, by far, is found in their own homes. These girls have quit school anywhere from the sixth or seventh grade to the twelfth, either from choice or necessity. They have gone back home to the farm to help with the regular chores of the place. These are so many and so varied that the struggle is always against becoming submerged by them.

Under such conditions, when would it be possible to see this girl to meet her needs? The part time school is at present perhaps the best solution to this question. It can be organized at any time that suits her convenience and continued throughout the slack season.

It was my privilege to teach in a part time school at Hooper, Nebraska just four years ago. This experience largely influences what I have to say.

The part time school for the girls was organized in conjunction with a part time school of agriculture for boys. This was held during the months of January, February, and March when the boys were practically free from their field work. When they came to school it was possible for them to bring their sisters along.

About sixteen girls were enrolled in the class the year I taught. It was the second year for part time work in home-making and the girls knew what to expect from the class.

Of these sixteen girls only one had graduated from high school and only three had even attended high school. They had all taken their grade work in country schools. The oldest was nineteen, the youngest was fourteen. The average age was sixteen. Two of the girls were married and one of these had a baby.

I had been sent to Hooper from the university because no other teacher was available for the position. Before going I had several conferences with Miss Vorhies, our state supervisor, to prepare myself for meeting the needs of the girls I would possibly come in contact with. We outlined a very flexible course of study including various phases of home-making, organized in units just as in our work in vocational home economics. But I was impressed with the fact that I must investigate to find out what my girls most vitally needed and then that I must make them conscious of their own needs, for they would not always recognize them all themselves.

Therefore, when I faced fourteen girls that first day I was filled with curiosity and interest. I listened to the conversation and noticed, for one thing, the erroneous English that was used. I joined in the conversation and learned that the young girls were in school very largely for the fun and enjoyment that they expected to gain from it and that the older ones wanted nothing so much as to learn to sew. They were as agreed on that point as though they had previously met to discuss the matter.

To get a better insight into the actual home conditions in order to be able to judge better for myself what might be included in our work I devised a questionnaire which each girl filled out. This included such questions as:

How far do you live from town?
How often do you get into town?
How large is your home?
What kind of stove (or stoves) do you use?
What kinds of lights do you have?
Do you have a wash machine? Kind?

Continued on Page 49

ONE TICKET TO THE GREAT WHITE WAY!

Being an outline of high spots for Another Vocational Accasion

THE bos'n's whistle piped and, dropping my battle-scarred mop, giving a hitch to my web belt, I slithered forward to see what new mutiny had broken. There stood our good Captain Newing calling to his crew.

Ed Cherry was up in the shrouds boring holes in the crosstree. John Reardon, asleep in a convenient life boat, awakened. Arthur Dean, bending over the bowsprit to wash the face of the figurehead, was thinking up lines for his boy and girl column.

"The Cap'n says The Ship's leaking, shouted Purser James into a nearby porthole. From the bunk of First Class Passenger Cooley emerged a groan, "Aw, tell them to put a pan under it and come to bed."

Just abaft the windlass barrels Second Mate John Claude, squatted with a tame albatross on his lap, was teaching the bird to punch holes in booth cards. In the galley Dudley Full was twirling the knob of a brass lock while Steward Milliken marveled at this modern prevention of nightly raids on The Ship's stock of sardines and sea biscuits.

The whistle brought Fred Bishop from the chart room with a chalked T-square. He and Ramsey had been playing billiards by banking fish balls from the fence of the saw table. Benjamin was calibrating the water barrel with a micrometer.

Perched in the crow's nest was First Mate Farnam dividing his time between the spy glass and a voluminous manuscript on "How to be Happy though Seasick" by E. A. Lee. Watson was whetting the anchor's flukes, much to the disgust of Roy Fife who knew that New York's harbor was easy digging.

The blinking light of Sandy Hook signaled on our port. The great adventure was imminent! From the bridge rang out Newing's stentorian voice, "I have here visa for first class passengers shore papers for the crew, port papers for the cargo, and funny papers for the New York natives.

"Soon Chief Pirate Wahlstrom will come over the rail. The stocky man who will follow him up the Jacob's ladder is Commodore Phillips, masked as a pilot. Give them a resounding Bronx cheer.

"Now listen here, when we dock I want no publicity tactics. Take your ditty bags and go straight to your rooms, refusing all ovations and sneering at all reporters. When you have put on your civilian garb you may appear in the lobby and unbuckle your exhibits pronto. Remember that Helmsman Fred Gross will lead you in ticket punching calisthenics on the roof while Rudy Valee plays that tender sentiment, 'I tooted my way to the altar'.

"On Monday the three day sessions of the State Directors will be opened by none other than handsome L. A. Wilson. Supplementing their program will be fifty possible trips to schools, industries, museums. Any A. V. Aians who want more details or hotel accommodations should write to Chairman Charles Lafflin, Principal of West Side Continuation School. He will be at the information booth on your arrival.

"A feature of the Directors' meeting will be an all Tuesday cruise. The craft will be none other than Empire State, proud schooner of the New York Merchant Marine Academy. 'Tis planned to encircle this historic isle of Manhattan from Battery to Supten Devil with many toots and Tammany streamers.

"Another party that will live long in the memory of the youngest lubber will be held on board an ocean liner on Wednesday evening. The Ship will participate in this activity although arrangements will be directly in charge of Joseph Miller, Secretary of the New York Board of Education. Look him up.

"Then will come that high point of the whole convention,—the Thursday night banquet. What a menu, what a program, what a man to handle it—none other than Doctor John E. Kiffin, Principal of Queens Continuation School, Long Island. Tables of ten will be arranged in advance. A groaning board,—olives to nerts—with music, good fellowship, and finger bowls. Two outstanding but short winded speakers will be made prompt by green, white, and red lights. To be featured are Tycoon F. D. R. of Albany and Agriculturist Hyde of Washington. The Ship's contribution to the merriment will be a dance in the thousand-dollar-a-night ballroom. More dazzling than ever with fair and brunette Elaines, vibrant with the rhythm of radio-famed orchestra, this event will make the eve of Waterloo seem like a Toonerville barn dance. In short, my hearties, it will be one zowie of an evening! Make up your party now or you may be a disappointed wall-flower.

"After the open session of the House of Delegates on Friday afternoon, the Ship's treasure chest will be plundered. Waffle irons, brief cases, desk sets, ear muffs, and a plush-lined whatnots will find kind masters and gentle mistresses.

"On Friday night, an old fashioned 'talk fest' will gabble off the entire conference. First Class Passenger Dennis says it will be every man for himself, There will be heckling, hooks, and hurrahs. Saturday morning the happy delegates will to horse and fly away.

"Riccardi and Lee are coming around from California, using the ferry from Hoboken to Liberty Street and return to Hoboken. Fox of San Antonio plans to ride a bronco part of the way. Sowers of Miami is sailing north on a Caribben typhoon. Prosser will be on deck.

"Chapman told O'Leary that if the Republicans did not return to prosperty by 1932, a Democrat would be swept into office and the depression would be permanent.

"J. C. Wright was hunting recently with Patrick of Maine. On return to camp he asked Patrick if the whole party had come in. Assured everyone was back, he said, 'Then I shot a deer.' "

At this point Bill Night, our smiling Deck Officer, spoke up, "I am just back from upper New York State, and can tell you of their life membership drive. William J. Small has rounded up eight in Niagra Falls, and challenges Wing of Buffalo to a proportional fifty. Perkins of Buffalo has a hundred percent lineup. Donald Kidd believes he will be safer at the convention alone. Park of Oswego is celebrating his new building."

First Mate Farnham added, "Jockeying for 1932 position, Harry Wood, Omar Day, and Earl Bedell are advancing the cause of Indianapolis, Kansas City, and Detroit. Sylvester wants the meeting in Baltimore in 1935. The early worm is never trod under foot. If you visit Brooklyn, eat at the tea room of Miss Margaret A. Jones, Principal of the Industrial High for Girls."

"Just one more glass and we'll all go home", interrupted the cook as he stopped washing dishes in the gallery and laid down the cake of soap.

Bauersfeld swears that this Chicago script reminds him of the definition of a gold fish—a sardine that benefited by the prosperity wave.

Roper of Manual Arts wrote a lucid article on milk recently, but Jerry Simpson condensed it. H. F. Rusch, jovial Director from Oklahoma City, says Will Rogers will not be with him but believes Mayor Walker will provide Seabury with a laugh.

Darkness was settling over the Chrysler Tower, and the homesick Crew were in tears. From the bridge came this final admonition, "Now listen here, you fellows pack your ditties, stand by, and we'll have President Miller toss off the anchor and open the Convention of Conventions."

Tug toots. Cheers from the dock. Splash! Knickerbocker we are here!

WALDO WRIGHT
Commodore.

INDUSTRIAL EDUCATION

We Will Pay a Dollar for a Question

THE QUESTION BOX

Problem 4—Are unit instruction sheets superior to group instruction as a means of teaching.

H. G. McComb

Address the News Bulletin Editor, Room 225, State House, Indianapolis, Indiana.

$5.00 will be paid for the best answer received by December 10.

We Will Pay $5.00 for an Answer

PROBLEM 3

In Continuation School I receive a pupil from another class. How can I determine the kind of work which will be suited best to him?

ANSWER

The problem of handling the off-schedule continuation pupil has been solved here because of our past experience with just such problems when such a pupil is placed with us we make a systematic analyzation of that individual.

First, we find the I. Q.

Second, we study the pupil's past record as sent to us. When practical, we get in personal contact with the former shop teacher (if any) of the individual we are trying to place properly.

Third, we give the boy an aptitude test which often gives us a definite idea of his interests.

Fourth, the boy is interviewed and the vocational supervisor tries to determine to a practical degree the character, personality and worldly experience of the boy.

Fifth, we make a record of all the above data.

Sixth, we place him according to our estimation as governed by the above record.

Work is then given the boy. Average performance, as classed with individuals also in his group, permits him to remain and make graded advancement. If his work is superior, he is advanced as fast as seems fit according to his superiority.

It has been found that we usually place such a student satisfactorily in, at most, three job sheets. Often we have placed him just where he belongs without more than our preliminary data.

W. J. Tucker,
Industrial Supervisor,
Hatfield, Pennsylvania

DETERMINING THE TEACHER TRAINING NEEDS IN A LOCAL COMMUNITY

H. W. Paine

Vocational Teacher Trainer, University of the City of Toledo.

In considering the needs of Trade and Industrial Vocational teachers in any community, every observing Teacher Trainer will recognize four outstanding fields for investigation and improvement:

1. The Instructor's Skill as a Tradesman.

Shoe Manufacturing Class
Brooklyn Industrial High School

2. The Instructor's Technical Knowledge Relative to his Trade.
3. The Instructor's Teaching Technique and Skill.
4. A General Field, concerning such matters as the following: the instructor's relationships and responsibilities to his fellow workers, his Superintendent, his State Supervisor, his community and the professional organizations in his field; other matters of detail such as needed information concerning locating material, supplies, displays and information regarding procedures of other instructors in his territory; his need, perhaps, for a clearer conception of the real objectives of Vocational Education and, last of all, the need for encouragement, stimulation and advice when local situations develop that threaten to damage the effectiveness of the Vocational program in his community.

NEEDS FOR IMPROVING TRADESMAN SKILL

There is little that the Vocational Teacher Trainer can do toward determining and meeting the needs set up under the first caption; namely, the instructor's skill as a tradesman. The State Certification requirements will practically without exception insure the employment of a highly skilled mechanic for the shop positions if not for the related subject classes. In few cases will the teacher trainer's judgment concerning the Vocational shop teacher's trade skill be other than a more or less accurate estimate of this skill for it is unreasonable to suppose that the teacher trainer's background will have made him thoroughly familiar with the manipulative processes of more than two or three fields at the most. Nevertheless, the teacher trainer should by means of observation and a card index record system which will be described later, inform himself as fully as possible concerning each instructor's skill and trade background for in no other field of Education is Mann's statement of 100 years ago as true as in trade training: "No unskilled hand should play upon a harp where the sounds remain forever in the strings." Observation of shop teachers' needs, as far as mastery of trade is concerned, has led me to believe that many of them could profit greatly from an occasional summer spent in the trade, bringing their trade practices up to date and developing skills in branches of the field with which they are not familiar.

VOCATIONAL TEACHER'S TECHNICAL KNOWLEDGE

As a means of roughly determining the extent and "up-to-dateness" of a Vocational Teacher's technical knowledge and his needs in this field, perhaps the most effective device the Teacher Trainer can employ is to ask questions from time to time regarding some new development in the instructor's field. For instance, in Auto Mechanics, an inquiry regarding free wheeling; in Machine Shop practice, a question regarding the use of Ozlid paper or the new thumb-tackless drafting board will suffice not only to disclose the teacher's familiarity with new developments in his field, but these questions will also be of value to both the teacher trainer and the instructor in many different ways. They will broaden the former, for if the teacher trainer asks a question, he should be at least vaguely familiar with the answer. They will stimulate the Vocational teacher and encourage him to keep abreast of modern developments. Questions of this type will prove especially beneficial to all concerned if the Teacher Trainer's relationships with the shop instructors in his territory have been too distant, too academic, or shall we say, too collegiate. A common meeting ground is unconsciously established.

PERSONAL DATA RECORD SYSTEM

The saying that if anything is worth finding out, it is worth recording is particularly true regarding the needs and characteristics of our Vocational teacher. The sample Personal Data Cards submitted herewith may be of interest. Further experimentation with the system may develop needs for changes, such as combining the two cards into one in some cases, altering items to be rated, or adding or eliminating different items. On one side of Card No. 1 will be found items of general interest orienting the instructor as to class, address and teaching position. The reverse side of the card is used for listing briefly the trade experience of the teacher and in case of a member of a pre-employment group, the type of teaching job desired is noted.

Card number 2 provides space for Teaching Experience and Required State Courses that have been completed. The information on the reverse side of this card is for the personal use of the teacher trainer only and is not an official transcript of the instructor's work in any sense of the word. The Record of Courses Completed on the front of this card is divided into a "T" and a "C" group, depending upon whether the work recorded is in the Trade and Related set-up or in the Continuation group. Spaces are also left for Certification and Educational status of the individual involved. Remembering that the value of records depends upon their accuracy and objectivity, the reverse side of Card number 2 might be open to criticism on the grounds that the ratings obtained may be more or less subjective. However, if this record does nothing more than cause the teacher trainer to think constructively and individually for each instructor on the points suggested, I feel that the card will have served its purpose. This rating card is cumulative, providing spaces for 8 different ratings on each item thus enabling the teacher trainer to revise his estimate of each teacher from year to year registering improvement of the Vocational teacher on each of the items in the rating scale. This device should, if nothing more, call the teacher trainer's attention to the fact that no condition need of necessity be static and that his formal and informal work should eventually show its effectiveness by bringing desirable changes on this cumulative card. Spaces are provided at the bottom of the card for noting the instructor's affiliations with educational and other organizations. A few lines are also

Card No. 1

Personal Data Card No.....

Name..... (Last) ..... (First) ..... (Middle)

Teaching Experience..... Years

1.....

2.....

3.....

4.....

5..... Total.....

Courses Completed T 1—2—3—4—5—6 C 1—2—3—4—5—6

Certification..... Education.....

Card No. 1—Reverse Side

Trade Experience

Position	Time
1	
2	
3	
4	
5	
6	
7	
8	

Type of Teaching Job Desired.....

Card No. 2

Personal Data Card

Voc. Ed. No..... Sem..... 193..... Center.....

Name.....
Last First Middle

Address.....

Phone No.....

Teaching position.....

Card No. 2—Reverse Side

Cumulative Estimate Card

	1	2	3	4	5	6	7	8
Trade Skill								
Tech. Know.								
Teaching Skill								
Methods								
Course Organ.								
Lesson Sheets								
Charts								
Displays								
Att. td. Pupils								
Att. td. Work								
Interest								
Cooperativeness								
Use of English								

Organizations

1..... 2..... 3..... 4.....

Remarks

.....

.....

.....

provided for remarks by the teacher trainer.

TEACHING TECHNIQUE AND GENERAL NEEDS

Determining and serving the needs grouped under items 3 and 4 of our list, viz: (a) General Teaching Technique and (b) Miscellaneous Field, will undoubtedly occupy by far the greater part of the Teacher Trainer's time.

Success in teaching depends upon many things—natural capacity, interest, effort, training, and physical conditions of equipment, housing and class personnel, many of these items being beyond the control of the teacher trainer or his power to change. Certain formal courses are required of Vocational teachers in practically every state set-up and these courses may carry state or college credit or both, according to the policies of the state concerned. Viewing the matter in one light, then, the training needs of the Vocational teachers in a community can be easily ascertained by the teacher trainer visiting the State Department and going over the records of his local group, finding the number of required courses uncompleted by these individuals,—a simple *objective* process, therefore it must have high *validity* and *reliability* and I fear it is a process followed all too closely by all of us Teacher Trainers. However, this process has a place in an efficient program and these so-called formal classes, if properly organized and used, can upgrade both the teaching and the morale of our Vocational teacher personnel. On the other hand, if improperly administered, they are perhaps as detrimental as they are beneficial. Too often the instructors attend these classes with a cynical, rebellious, "certification meeting" feeling, assuming the same attitude of which they themselves complain so bitterly in their own compulsory attendance pupils. This attitude may be the fault of the teacher trainer or the local coordinators, or the teachers alone, or any combination of these agencies. Perhaps the courses are not conducted with sufficiently high standards of accomplishment to challenge the best efforts of the teachers. On the other hand, they may be conducted on such a lecture-course, assigned-reading, term-paper, survey basis as to be not only disgusting to anyone not pursuing a doctor's degree course, but actually detrimental to a teacher's efficient teaching. A Vocational instructor handling over-sized classes from 8:30 to 4 P.M. with evening school teaching work in addition, does not need work of this character. In fact, instead of being a service to him, such procedure may actually be a disservice as far as his morale and his teaching are concerned. Neither should standards be too low. Really, are we not becoming con-

fused regarding standards and teacher training methods? Personally, I heartily agree with Federal Bulletin No. 17's attitude—that these classes should be conducted on the conference-discussion basis. Are such standards low? Permit me to read you a statement from the address of a President of a large State college in an adjoining state, to his staff. Remember this quotation concerns professional and academic Education, not Smith-Hughes Vocational Education. How much more significant, then, is the following statement of this College President!

"While in certain courses, and with certain very able lecturers, I am willing to admit lectures are a sound method of instruction, I am convinced that in the great majority of cases lecture courses would be more stimulating and profitable if the lectures were mimeographed and placed in the hands of the students, and the lecture time spent in discussion and explanation. Why, with all our printing facilities, should a student spend his time taking dictation in class hours? Also, if a professor has lectures that are better than any available text book, it would seem desirable that they be printed and made available elsewhere."

Perhaps here is an opportunity to meet the needs of training and handling Vocational teacher training classes so as not to have them become burdensome. Let the teacher trainer depart from the traditional lecture method and use more mimeographed material, summarizing important articles and books for his classes, seeing that this designated work is of practical value to his students instead of a useless burden to them, producing nothing but a rare collection of "goat feathers". In brief, instead of passing on to the Vocational teachers in toto the material taken for a Master's or a Doctor's degree in Columbia or elsewhere, the teacher trainer should cull from his wealth of material only that which will be of specific interest and value to his group of Vocational teachers. Rather than require employed Vocational teachers to read and report upon book after book, would not a more logical and profitable procedure be for the teacher trainer to summarize the most important and outstanding facts in these books and place the summaries in the hands of the teachers? Does protracted research work on the part of the Vocational teacher fill some specific need and broaden him or is it simply an added burden on a ship already loaded to the water's edge? These are questions to which Vocational teacher trainers should give careful, conscientious and unbiased consideration.

NEED FOR SERVICE BEYOND FORMAL TEACHER TRAINING CLASSES

An observing teacher trainer, conducting formal Teacher Training classes and then visiting his instructors at work, will soon come to the realization that these men have needs for service far beyond the scope of these formal classes regardless of how efficiently conducted they are. These instructors may need immediate advice regarding Courses of Study, even though this may be most *inconsiderate* of them considering the fact that the Organization of Instruction Material course will be given in their territory semester after next. Perhaps they need assistance with record systems, or would like to know where sample lesson sheets could be obtained. Why not meet these immediate needs if it is possible to do so?

In regard to the related subject teachers in his territory, every Teacher Trainer will, I think, recognize a need to impress them with a philosophy of Vocational Education that will prevent them for taking the path of least resistance in their instructional procedure when, through administrative mal adjustments, unit trade related classes present a mixed personnel and overlarge enrollment. I refer to situations often developing in unit trade related subject classes in which a large class in related mathematics will contain perhaps auto mechanics, machinists, pattern makers, electricians, and plumbers. Many instructors will throw up their hands in despair and feel perfectly justified in teaching "General Mathematics, allowing the different members of the class to make their own applications". The mathematics, of course, immediately loses its value because of this lack of application. The only road open to the instructor is developing individual material for each group represented in his class, individual teaching, in other words. Unless the teacher trainer meets this situation (which we will admit should not exist) with proper advice at the right time, the instructor will have launched himself upon a course of general education instead of Smith-Hughes trade training.

Below I have listed the various needs, determined by observation, that instructors have brought to my attention from time to time. This list includes both the formal classes and the other activities that go with class visits and personal contacts. Many of the activities or needs listed below are supervisory in character and it is absolutely necessary in order to properly carry on any such activities, that the teacher trainer work in harmony with the local authorities, with their knowledge and consent. Obviously much of the success of such informal work depends upon the good judgment, tact and common sense of the teacher trainer, and his ability to cooperate with the local agencies in his activities.

QUESTIONNAIRE CONCERNING TEACHER NEEDS

Impartial and unbiased answers to the questionnaire were encouraged by specifying that the Vocational teacher need not sign his name, but could merely indicate his position if he so desired. This device resulted in securing some very plain and candid replies. I can recommend this method highly to any Teacher Trainer who is not oversensitive and who is not devoid of a sense of humor.

This questionnaire was circulated among 53 Vocational teachers and

Class in Beauty Culture
Brooklyn Industrial High School for Girls

	Evaluations					
	A	B	C	D	Un-ans	Aver.
1. Assisting Teacher in Developing Courses of Study	39	11	2	1	0	A—
2. Formal Teacher Training Classes for College or State Credit or Both	31	11	6	2	3	A—
3. Rendering Any Other Service That Will Help the Vocational Teacher	31	12	1	0	7	A—
4. Advising Teachers Regarding Proper Teaching Methods	29	17	7	0	0	B+
5. Calling Conferences of Groups of Teachers to Discuss and Solve Problems Relating to their work	28	19	2	4	0	B+
6. Assisting Teachers in Developing Lesson Sheets	31	16	4	1	1	B+
7. Demonstration Teaching on part of Teacher Trainer	26	17	7	2	1	B+
8. Submitting Sample Courses of Study, Lesson Sheets, and Teaching Material for Inspection of Teachers	22	25	5	1	0	B+
9. Class Visitation of Teacher at Work	18	25	6	3	1	B+
10. Assisting Teacher with Pupil Record and Progress Charts	12	20	15	4	2	B—
11. Assisting Teacher to Locate Display Material	10	24	15	4	0	B—
12. Accompanying Coordinators or Instructors on Trips to Industry	11	17	20	4	1	B—
13. Assigning Books for Teachers to Read	10	12	23	6	2	B—
14. Advising Teacher Regarding Equipment Problem	6	17	25	5	0	C+
15. Assisting Teachers with Material Records and Cost Systems	3	15	25	7	3	C+
16. Requiring Reports on Book Contents	4	13	25	10	1	C+
17. Advising Teachers Regarding Tool Check Systems	3	12	23	9	6	C—
Some Additional Points Suggested as Follows:						
18. Assisting Teachers in Credit Evaluation	3					
19. Locating Sources of Material for Courses	2					
20. Selling Vocational Education to Superintendents and School Boards	1					
21. Helping to Standardize Grades	1					
22. Transferring Ideas from Other Schools	1					

coordinators in Ohio with the results given below:

The number of individuals giving the different ratings is indicated in the space following the item. In case no answer was given, that also is noted. An average value for the ratings for each factor is entered in the average column. This central measure was secured by the number substitution method. The items in this list have been arranged according to the values of the central measures obtained as described. The introductory instructions accompanying the questionnaire are copied verbatim at the head of the tabulation.

A.—In your opinion what type of Vocational Teacher Training activities will be of greatest benefit to employed Vocational teachers. Check relative importance with A (important), B (valuable), C (slight value), D (worthless). Keep your own case in mind if a Vocational teacher.

Relative Value of Formal and Informal Teacher Training

At the end of the above questionnaire judgments were asked regarding the relative value of Formal and Informal classes with the following results:

Number reporting	53
Placed Formal classes *First*	22
Placed Informal Work *First*	26
No Choice	5

Reasons given for the choice were varied, some of the more significant and typical ones follow:

1. Formal classes of small value except for contacts with other Vocational instructors.

2. Formal classes more valuable because of contacts and vision from different angles.

3. Formal work more valuable for so long as it is necessary for teachers to have certificates and degrees in order to teach, the majority will take the Formal courses for the satisfying of these requirements and for no other reason.

4. For my case the Formal classes are the more desirable as I do not have a degree.

5. Better help can be given by the Informal type, for by being on the job the Teacher Trainer can make suggestions and point out mistakes that would help the instructor at work.

6. Informal talks regarding problems always end in a decision, informal calls of Teacher Trainer always looked forward to and problems arising from week to week are discussed.

7. Formal work more valuable in bringing teachers together for solving common problems.

8. Informal work more valuable because specific problems of teacher can be detected and solved rather than offering a panacea for all ills.

9. Informal work more valuable providing Teacher Trainer has done the same kind of teaching. Usually the Teacher Trainer expounds a lot of theory that when applied is of no value.

10. Formal classes more valuable on account of opportunity for open discussion between all teachers.

11. Formal work more valuable because we are interested, 1st, in Certification; 2nd, Source of Material; and 3rd, Exchange of Ideas.

12. More individual help can be given by Informal work as individuals needs are better known.

Preparation Time for Formal Teacher Training Classes.

The time consumed in preparation for Formal classes, per week, was reported as follows:

Number reporting 48 Range 1 to 10. Av. Time 2.7 hours.

No distinction was made as to whether the work was taken for State, College, undergraduate, or College graduate credit, as we were interested only in the effect this work is having on our teachers.

A frank question was then asked as follows:

B. Do you find these hours of preparation for Formal Teacher Training classes to be taking time that would be better employed in preparing lesson material for your regular teaching work?

Number reporting	Yes	No
50	13	37

This item *B* was followed by item *C*. How many hours per week (average) do you feel you could *rightfully* spare for this type of preparation for formal Teacher Training classes? The range of answers to this question was from 0 to 13 hours with an average of 3.1. Nine answered, "As much time as is necessary".

These results indicate that although a fairly large percentage find the Formal classes to be burdensome, the average time that the instructor feels he could rightfully spare per week for this work, 3.1 hours, does not vary greatly from the time now being expended on this preparation, namely 2.7 hours per

week. The fairly even division, 22 to 26 between instructors favoring the Formal and Informal types of work is interesting. This undoubtedly indicates that each type of work has its value and its place in the scheme of things.

Suggestions were called for as to how our Teacher Training work, both Formal and Informal, might be improved and made more profitable. Some of the rather frank statements follow:

1. Select Courses that meet an immediate need of the teachers.
2. Use conference method and require no outside work except perhaps one special report during the course.
3. Give related teachers Shop Practice, and Shop teachers teacher training work.
4. Wider range of subjects.
5. Have a class of Auto Mechanics instructors only.
6. More definite assignments, less class discussion, more individual help in class.
7. Secure services of men in industry to discuss problems relating to our work.
8. Classes are very interesting and beneficial with little room for improvement, considering the subject matter.
9. Use part of period for open discussion of teaching problems.
10. Suggestions to teachers could be a little more point blank.
11. Teachers should be grouped in classes according to the trade in which they are teaching.
12. Smaller groups, group according to Trade.
13. Get down to brass tacks and consider practical instead of theoretical problems. Stop requiring readings of rusty books and answering scores of questions which mean nothing in a practical way even if one could answer them.
14. Use Conference Plan of teaching.
15. Eliminate most of work done now in formal classes and confine it to individual contact between Teacher Trainer and instructor.
16. Teacher Trainer should devote more time to Job Sheet analysis and lesson assignments of instructors.
17. Less formality in class. Carry classes on by Conference plan. Let each group decide course to be taken.

Fourteen volunteered the information that they were pleased and satisfied with present formal teacher training classes.

Suggested Improvements in Informal Work.

1. Have a full time Teacher Trainer for each large school spending all his time in Informal work, forcing the issue with the instructor if necessary.
2. Assistance in exchanging projects with different centers in the territory. More time for research applicable to our Vocational work.
3. Arrange visits of factory men to school shops.
4. More case studies from practical working basis. More work on smoothing out the instructors' troubles and less theory.
5. Closer check-up on teachers. More guiding for ineffective teacher.
6. Standardize all lesson sheets for same trade.
7. Keep us in touch with new material.
8. More time for individual conference with instructor.
9. More time for informal work.
10. Suggestions of Teacher Trainer should be given more consideration by local authorities.
11. Teacher Trainer should have direct contact with Superintendent of Schools.
12. More individual help to each teacher.

Thirteen indicated they were well pleased or satisfied with the Informal work being done.

The suggestions that have been read are representative of those received and indicate plenty of room for improvement in our Teacher Training program, both in its formal and its Informal phases. The larger share of the complaints concern the theoretical type of the formal work being done. We are requested to "get down to brass tacks". I believe the criticism is largely justified and that only by inviting and studying suggestions of this kind from the Vocational teachers concerned, can we improve our program.

Typical workshop—Manhattan Trade School for Girls

Survey of Informal Teacher Training Activities

The first portion of this survey dealing with the informal needs was also circulated among 14 State Directors of Vocational Education and Teacher Trainers to determine how many of the needs listed were being met in various sections of the country with the following results:

		YES	NO
1.	Class Visitation of Teacher at Work	14	
2.	Assisting Teacher with Pupil and Progress Charts	14	
3.	Advising Teacher Regarding Equipment Problem	14	
4.	Assisting Teacher in Developing Courses of Study	14	
5.	Assisting Teacher in Developing Lesson Sheets	14	
6.	Advising Teacher Regarding Tool Check Systems	13	1
7.	Submitting Sample Courses of Study, Lesson Sheets, and Teaching Material for Inspection of Teachers	12	
8.	Advising Teachers Regarding Proper Teaching Methods	12	
9.	Calling Conferences of Groups of Teachers to Discuss and solve Problems Relating to their Work	12	
10.	Assisting Teachers with Material Records and Cost Systems	10	2
11.	Accompanying Co-ordinators or Instructors on Visits to Industry	10	2
12.	Assisting Teacher in Locating Display Material	9	2
13.	Demonstration Teaching on part of Teacher Trainer	8	1
14.	Assigning Books for Teacher to Read	1	
15.	Requiring Reports on Book Contents	1	
16.	Rendering Any Service that will Help the Vocational Teacher	1	

The results of this survey as well as the one preceding it are necessarily very subjective in character since the matter of opinion plays a large part. Undoubtedly better methods of attacking the problem of determining the results and effects of Teacher Training in a community could be devised, but I hold that the results obtained are significant and valuable in that they show attitudes and contain suggestions that are without doubt of value to any Teacher Trainer who "reads as well as runs". A wise and conscientious Teacher Trainer will check with his Vocational teachers from time to time to determine

their general needs and attitudes so that his future plans and policies may be more wisely formulated.

In conclusion, the needs of our employed Vocational teachers can only be ascertained by a Teacher Trainer through extended contact with each teacher. He must at least gain the confidence of each individual instructor and his friendship if possible. He must of course attempt to meet these needs as he discovers them and must hold himself ready to cooperate with the instructors in every way in order to make their program more effective, otherwise his work of discovering further needs will be greatly hindered. If the instructor "asks for bread and you give him a stone" in the way of poor advice, outrageous assignments, or no help at all, the Teacher Trainer will soon find that the instructor will have lost confidence in him and will have closed up like the proverbial clam.

Last of all, determining the needs of the instructor in a community is a cumulative process and will never be entirely completed. It challenges the ability of any Teacher Trainer to adequately ascertain, catalog and meet these needs. If a Teacher Trainer will honestly attempt these tasks he will be doing the Vocational teachers in his territory an invaluable service in helping them to realize the tremendous possibilities of true Vocational Education.

WHAT THE FOREMAN SHOULD KNOW ABOUT MENTAL HYGIENE

Dr. Caroline B. Zachry
State Teachers College
Montclair, New Jersey

A skilled worker in a locomotive shop in a temper threw a hammer at another worker causing a lost time accident.

A girl employee having difficulties with her family and the boy friend brings these difficulties in to the factory discussing them with fellow workers, gaining their sympathy and eventually becoming hysterical. In this stage she is carried into the rest room and the girl workers comfort her until she calms down. The foreman says these occurrences are becoming more frequent and interfere with production routine.

The foreman, who has had a fight with his wife, comes into the factory and "bawls out" a crane operator who also has a chip on his shoulder. During a hot verbal battle the crane operator throws over the hoist control and drops the load, and damages the crane. The crane operator is fired. This organization has records of training costs. Crane operators cost $175.00 during their training period.

How do you account for behavior such as I have just described? Do you merely accept it or do you attempt to look for causes? If machines were out of order and interfered with production, would you merely accept that situation or would you look for the cause of the trouble? At the present stage industry is well equipped to take care of the misbehavior of machines but is frequently at a loss when it comes to problems of human behavior. Where should we look for the causes of human problems? Do we accept that the causes are entirely hereditary; that therefore we can do nothing about them; or are we justified in feeling that human behavior may be learned and that there is something that we are able to do about it. To study human behavior adequately, we must look both at environmental and hereditary factors. We have to realize that the hereditary factors contribute tremendously to the learning that takes place in the environment. What are these hereditary factors? First of all they are the general physical make-up with which the individual comes into world. It is true that the enviromnent may change enormously the physical make-up of an individual, but generally speaking it is fair to say that he brings into the world with him his general physique. The other important hereditary factor is his general intelligence. It seems hard for some of us to realize that the general intelligence of an individual is determined before he is born. The behavior which we see in an individual is the result of his effort to adjust his physical make-up and his intelligence to the environment in which he finds himself. In his effort to make his adjustment, the individual tries out ways of behaving. Some of these he finds exceedingly satisfying and tends to repeat them. They may be satisfying to him even though they seem very destructive to people around him. At other times he tries out ways of behaving and finds them very annoying, and tends to give them up as they do not meet with enough satisfaction for him.

My first important point for you then is the very straight statement that behavior is a symptom? It is not an irrelevant thing in itself but the result of all that has happened to the individual up to the moment when we noticed a certain type of behavior. It is the result of his efforts, as I said before, to adjust his biological inheritance to the environment in which he finds himself.

When trouble arises in industry what is the mental hygienist going to ask the industrial executive to do? I am going to try to outline for you some of the places to look for trouble; but I hope that in doing this I will bring before you facts that will help you to do a far more important mental hygiene job; and that is the job of preventing this difficulty; the job of preventing undesirable behavior. Mental hygiene was organized first to prevent mental disease and to prevent crime. The mental hygienist recognizes that there are three possible ways for the individual to behave when situations arise around him. One way is his probable inclination to retire from the situation; to withdraw into himself and refuse to meet it. It is this situation that leads eventually to mental illness. Another possible way is to attack his situation destructively; to put the blame on the environment in the situation rather than accept it, and to attack the environment having placed the blame there. This type of behavior becomes very anti-social and is the type of behavior that eventually leads to crime. The third possibility is the constructive one; the possibility of facing facts as they are, neither trying to escape them nor to change them; but face them as they are in a mature adult way. If all the workers in your factory were physically, mentally and emotionally able to face life in an adult fashion, to see reality as it really is, and to do the best possible with it at the moment, it would not be necessary for me to talk to you. It is then the other two ways of taking things, the inability to accept them, that makes it necessary for the mental hygienist to do his work. Let us see some of the things that we, as mental hygienists, are going to ask you to do. First, we will ask you to look out for the physical side of your worker. It isn't necessary for us to come to you with this message; you have gotten it purely from the physical side many, many times. We have a new aspect of physical life to explain to you. We want to show you, as we go along, how physical health, physical handicap, physical difficulty affects the emotional life and behavior. (Leaving the question of emotional actions for the moment, let us just say here, that we recognize thoroughly good mental health can best be developed on a basis of good physical health.)

The next question to be taken up here is that of the intellectual equipment of the individuals with whom you come in contact. Are they properly equipped intellectually to do the job that you are giving them to do? Do you realize that the adults you meet may be physically grown up, but mentally they may range in intelligent levels from the six year old to the superior adult individual? This implies a great responsibility for the placement of workers. It is as cruel to expect a man or woman of low intelligence to do a job that is beyond his ability, as it is to expect a lame person to run a race. There are tasks for which these people less endowed with brains are very adequately equipped. The difficulty for us is in realizing how long it takes them to learn a procedure that seems so simple for the rest of us. It is hard for us

to put ourselves in the worker's place and realize that just a change in position, a change to another bench, a change to a machine quite as simple as the one he has been working on constitutes a real problem for him. His learning procedures are so slow that the new situation confronts him with difficulties which seem to him insurmountable; and then we notice irritability, or a disagreeable type of behavior. From this we notice other marks of tension and anxiety. This problem reacts on him in ways that will seem queer to you, I think, when I discuss further the emotional needs of human beings. Intelligence tests are, at their best, very imperfect tools; but they do give us some definite help in this type of adjustment. We must realize in using them that we are gleaming only a small part of the total personality. We must never make our judgments entirely on the basis of intelligence tests. At the same time we must recognize that they have a definite value in the placement of workers.

So far I have discussed only the difficulties when the job is too difficult for the worker. The difficulties are just as great and just as disastrous when the job is too easy. You all know that experiments have been tried using feeble-minded people and highly intelligent people on the same machine. You know as well as I do the results from some of those experiments. You know that it was found that the person of lower intelligence works very slowly, much more slowly than the brilliant person; but that in the end the person of lower intelligence really accomplished more work. What was the reason for this? The person of high intelligence worked rapidly at first, doing his job in a brilliant way, but in a very short time his curve for work dropped very low and you found him working very spasmodically, doing rapid work for awhile and then dropping off. The periods of dropping off are indicative of the boredom and tension that came to him from working too long at something that did not really challenge his intelligence. This type of boredom soon becomes unbearable and we find the individual using methods of escape to get away from it. We find him going off into day dreams, thinking of other things, learning to divide his attention between his job and his inner life; because the job itself does not challenge the ability that he has to give. This matter of splitting off the personality and trying to attempt two things at once is very devastating and as far as mental health goes I think that this end of the problem, the problem of giving highly intelligent people jobs that really challenge their intelligence, is quite as important and quite as serious as placing the lower end of humanity into the jobs that they can do without too much tension and strain.

The following is a good example of maladjustment due to limited intelligence. John Smith has worked for the S——— Manufacturing Company for 25 years on a production job. This job involves two operations. He is located in a part of the factory at a window overlooking the city. The type machine for which he is performing the two operations has been discontinued. To keep John working the department manager arranges for John to be given another job in a far corner of the room where he can earn just as much money as on his old job. John objects to the change. He cannot get along with the new workers. He objects to the foreman telling him anything. He has great difficulty in learning the new operations. He makes frequent visits to the department manager to voice his complaints and to ask for another job.

Mr. O'Leary told me a very interesting story that illustrates the problem of the highly intelligent person who was being forced to do a job that does not challenge his real interest. He told me that he had a talk with a young girl working at a machine. The girl was obviously bright and the process that she was devoting her time to was obviously easy for her. The girl was asked how she managed what she did during the day. She said she had a wonderful time, that when she threaded her machine in the morning, she forgot all about it, it became perfectly mechanical to her and that then she married a prince and that through the rest of the day she lived her life with him. The mental dangers of having to live her life out in this way are very serious. Thru her dreaming her personality may be split and she may lead an unreal life so long that she becomes unable to distinguish between the real and the unreal. This may mean real mental illness for her.

So much for two great biological factors in behavior—physical health and intelligence. They are the easiest two to talk about and they are the factors to which most of the attention is given. The explanation of this is not far to seek. Let us assume that the psychological examination has given us something tangible, a definite way to measure these factors; and we are more prone to talk about, discuss and look for causes in tangible things than we are in some of the more intangible phases of emotional life and behavior. Let us try to remember that emotion and the more intangible side of human behavior are quite as important for general adjustment as are these definitely physical things that we can handle so much more easily. When we have looked at the physical and intellectual make-up of the individual, what have we still to look for?

We have to realize that every individual has dominant urges and needs that are compelling him to act in certain ways. We have to stop and examine those needs and urges and find out what significance they have for the individual, and how they are being met in his daily life.

First of all, what are the fundamental needs that each person is trying to meet in his own life? When we start to talk of these needs we really are bringing up the topic so much discussed among psychologists; and that is the topic of the instincts themselves. For our purposes we can here present a very simple construction of instinctive needs. We realize that all of the needs of the human being can be summed up under two great main headings. The first is the need of the human being to put himself over as a person, to succeed, to be recognized for his ability to succeed.

Another important human need of the individual is to feel that he is acceptable to the social group with whom he comes in contact. This is important from two points of view. First he must have security in the affection of his family and have a satisfactory life on this level. The second type of social security that he needs is the feeling that he is acceptable to the group with whom he works and with whom he gets his recreation. The physical examination and the psychological test give us the opportunity to find out how the individual is adjusted on these two levels. To what then can we turn to find out the kind of adjustment he is making to people in his job, in the home, and in the neighborhood. For this information we must rely on interviews with the psychiatrist, the psychologist and the social case history that is prepared by the social worker to give us the information that we need.

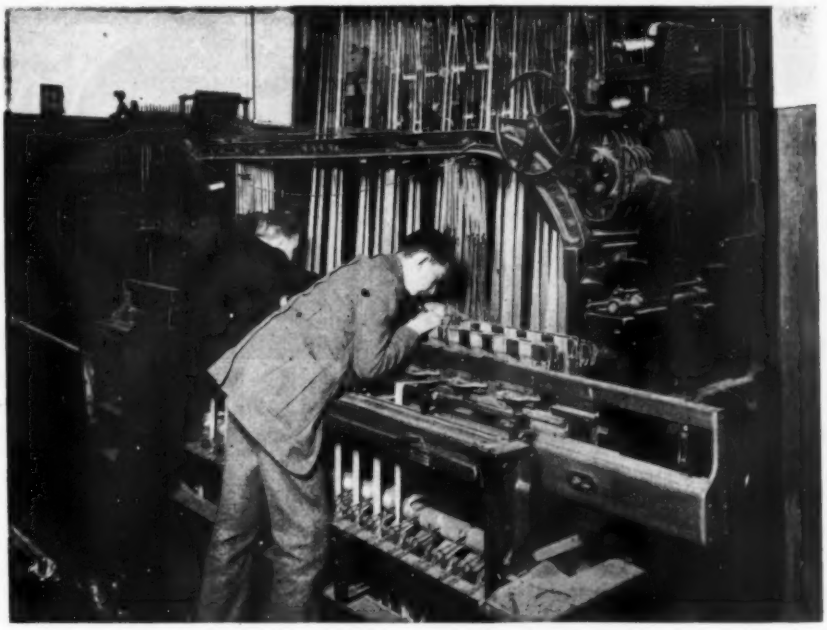
When the individual comes to the mental hygienest for help then, the procedure is this: We determine whether he is physically fit for his job, whether he is intellectually fit for the demands that his job and his social group make on him, and whether the great needs of his personality are being met.

Let us consider now for a moment some of the symptomatic behavior that indicates to us whether or not an individual is making a good adjustment to life. All of us in our efforts to adjust form rather definite habit patterns or mechanisms of adjustment. Some of them are highly constructive, some of them are quite destructive. Day dreaming is a mechanism that we have spoken of before. Every normal human being day dreams to some extent and when we look around us we realize that the great art, music, poetry, invention, feats of engineering and building are results of day dreams of the constructive type. Such day dreaming is like purposive thinking. We spoke on the other

hand of the worker at his bench who day dreams to break the monotony of the life around him. This person finding the realities of life difficult, tedious, and too painful for him to meet; tends to resort to a dream life of his own in which he usually pictures himself as a highly successful person, achieving all of the things that in reality he fails to achieve. This type of day dreaming is exceedingly destructive. It is so because the individual learns to escape from life rather than to face it; to build up a dream life rather than to stay within the realms of the possible, within reality. Carried on to an excessive degree it tends to split him off, divide his personality. He gets less and less success in real things and often becomes mentally unbalanced and ill because of the prolonged destructive pattern. Another form of day dreaming is the type of day dream in which the individual feels very sorry for himself. He thinks of himself as being an abused and badly treated person, and he dwells on this so constantly that he begins to act out his dreams in his life, and believes that the people around him are being critical or unkind. This gives us then a very clear example of symptomatic behavior. The person who is living an active, well balanced life accomplishes definite results from his thinking—results that we can see, and that he can see and from which he is getting satisfaction. The person who makes destructive use of this mechanism becomes a suspicious, absent-minded individual who may even go so far as to believe that some of the things that he has been dreaming are reality. The first type of individual never comes to us for help. Of the second we may ask, where does he get this great feeling of failure? Is it lack of success on the job, or is it lack of social success among his friends? Then we must go back into the history and listen to what he has to tell of his own problems.

Through this we find the causes of his difficulty. It is then our task to set about helping him in two ways—helping him to get better understanding, a further insight into his own problems, so that he may handle them better and also make a change, in so far as we can, in some of the environmental factors that are bothering him. We must help him to make these changes for himself, rather than have him grow dependent on us to make them for him.

In the first two examples of behavior in industry which I gave you we find a grown man going into a tantrum and throwing a hammer at somebody else; and in the second one we find a girl turning back to the baby behavior of crying when life becomes difficult for her. These are two examples of another type of mechanism quite commonly used and that is the mechanism of regression, the turning back to baby ways



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and baby patterns when life on an adult level becomes too difficult. Screaming and crying and tantrums are the infant's way of getting attention, the infant's way of getting what he needs. The adult who is forced to use them needs a great deal of help. We see such so-called adults around us every day. We see them in the women who have headaches and who become hysterical when they don't want to do their jobs. We see them in the men who sulk and have temper tantrums. These individuals are not aware of the mechanisms that they are using. It is our job to point out to them what the problem is and help them to work it out on a more adult level. We cannot point it out to them, however, if we ourselves are annoyed and unhappy over their behavior. We can only help them if we are completely objective ourselves and go about it with their own good in mind.

My third example shows you a picture of a man who, having had a fight with his wife, bawls out one of the men under him in the plant. This tendency to put the blame somewhere else, to put it on another person who has nothing to do with the original situation, or to place it on the environment is another type of mechanism. This mechanism is known as projection. It is the tendency to place on other people and on inanimate objects the blame for our own failures. Parents in their attitude toward children often teach them to project. They have the tendency to find so many excuses for their children that the child learns to make excuses for himself. When parents do this they fail to look into the future and realize that the type of child who has learned to project the blame for his lack of success, his inability to face things, his physical health or on things over which he has no control grows up into the man who must blame his wife for everything that goes wrong at home, and his stenographer for everything that goes wrong in the office. In a more extreme form we find him—the individual who believes the world is against him and that people are joined together to make life as hard as possible for him.

All mechanisms are not destructive and unhealthy such as those I have just described. We might stop here for a moment to discuss a very constructive mechanism, the mechanism of compensation. When the circumstances of life are such that normal outlets are impossible, people have to compensate in another field for the things they are forced to do without. Thus the person who is physically sick must make up for this deprivation, and the difficulties caused therefrom through his intellectual effort, or through some other means than health. We find Robert Louis Stevenson, an ill man, living out his life entirely on an intellectual plane, entirely through his writing. We find women deprived of homes and that side of life compensating through the work that they do for other people. There are extremely happy compensations, and if a person consulting us is compensating, one thing we have to do for him is to help him discover whether all of his compensation is necessary and whether he is making

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REHABILITATION

SELECTION OF JOB OBJECTIVE FOR CLIENTS WITHOUT VOCATIONAL EXPERIENCE

OSCAR M. SULLIVAN

Clients without vocational experience are for the most part young people just completing school or out of school but a few years. The subject, therefore, ranges over practically the entire technique of sound vocational advisement. It is almost impossible to give too much stress to advisement in vocational rehabilitation, for vocational rehabilitation is vocational guidance in an intensive, applied form. The rehabilitation agent cannot evade his client, he cannot stall him off and make him wait, he cannot merely give advice and shut his eyes to the effects of the advice. It used to be said of the doctors that they buried their mistakes. The rehabilitation agent does not get a chance to bury, even to side-track his advisement mistakes. His clients have to be advised satisfactorily and fitted satisfactorily into the economic world or they will come back and make themselves heard from.

In the case of these young people who fall within the group to be considered their educational records can be secured, often their intelligence quotients and the results of other tests. Abundant information should be at hand to enable the rehabilitation agent to classify his applicants. Once they are classified the possibilities of each group can be marked out readily.

Much has been said recently about a scientific approach to our problems. I believe if we were to make a scientific classification of the clients in this group they could be divided into five major types, as follows:

Type A—The average man, sometimes with education even less than 8th grade, never with education beyond the first year in high school.

Type B—Somewhat brighter but not in the exceptional group, possessing a partial high school education or even a complete one.

Type C—The bright high school graduate, the one for whom a profession or preparation involving college training is indicated.

Type D—The special types with talent for the aesthetic callings, such as art and music.

Type E—The rare case of the bright but quite uneducated person who has been kept out of school almost entirely because of the severity of disability.

In connection with the first class, Type A, I believe the experience of all the rehabilitation offices is rich in examples. It is a type that probably presents the maximum difficulty. Perhaps occasionally among the older examples there are instances where these are easy to rehabilitate because they are so readily satisfied with any routine job to which they can be directed. But in the younger group these are the maddening clients with whom one can have an hour's conversation and not extract a glimmer of an idea as to what direction their interest takes or what lines would be most suitable. There is an excellent description of this type in Walter B. Pitkin's new book, "The Psychology of Achievement" where it is described under the name of "Henry Middleton of Middletown". The characteristics which Mr. Pitkin lists are as follows: "First he lacks a clear and powerful urge to accomplish something notable. Second, he lacks superior persistence, a thing which was clearly disclosed in his school record. Third, he has no marked faith in himself. Fourth, he has never manifested a high capacity for self improvement. Fifth, his energies are not great enough to sustain him in long, tremendous drives. Sixth, he has no high enthusiasms, no devotions, no passions. Seventh, he lacks all intellectual curiosity. Eighth, he is endowed with no marked dexterity of eye, hand, tongue, or body. Ninth, he hasn't a trace of creative imagination." As Pitkin says, "his dullness pervades even in his Land O' Dreams. He has had one or two nightmares in his life as a result of over-eating."

Pitkin's description of the vocational abilities of Henry Midddleton is exceptionally illuminating. "In a word, he lacks every one of the traits which contribute most heavily to achievement. Were he living in the days of Benjamin Franklin, he would succeed in a few vocations most closely resembling the carpenter's. But in our day, he might succeed pretty well in hundreds of jobs which have been simplified by machinery or else by skillful staff organization. It has been estimated that Henry might perform passably well the duties of seven out of every ten jobs now available in the United States. This does not mean that he would like all of them. Far from it! It simply means that, if he had to shift from one to another, in order to make a living, he could bring himself to do the work."

To the general mediocrity of the Henry Middletons who come to the rehabilitation service we have to add the further positive drawback of a permanent physical disability. This will cut down very greatly the opportunities for Henry, particularly in the field of routine jobs at machinery. Such jobs are all in factories and modern industry has tended to discriminate against the physically handicapped. To a very great extent the problem of handling Henry's type is a problem of securing suitable placements. If his type is ever to be handled adequately by the rehabilitation service it will be necessary to strengthen and enlarge the placement end of our activities. There will not be so much difficulty in handling the Henry Middletons who come to us in the later years, after they have been dubbing around from one job to another for a long time so their characteristics will stand out clearly. The largest number of mistakes are likely to be made with the younger Henry Middletons, those who come to us immediately after or within a few years after, ending their school years.

I have little doubt that many of these form a goodly percentage of the unsuccessful training cases we under-

take. The only safety in dealing with them will consist of a more careful examination of their school history and a checking of their leisure time uses. When we find that mediocrity appears in everything they have ever done we will be wise to avoid the mistake of trying to confer skills upon them.

Type B, you will recall, consists of those who are somewhat brighter than Type A but not in the exceptional group. They will usually have had a partial high school education and sometimes even a complete one. They supply us with the great bulk of our training cases. These are the disabled young people who can take vocational courses involving definite skills. They are the ones we train in linotype, in watch repair, in auto mechanics, in commercial work and the like. Their advisement does not present the initial obstacle which we found in connection with Type A.

A great many of this type will disclose a hobby or a definite interest or something significant in the way of leisure time uses. Of course the remainder who do not show any pronounced bent will still present a considerable problem. However, the compensating factor is found in the existence of a considerable degree of ability which will carry them through in the line eventually chosen, provided they have not been forced into something for which they have a positive dislike. These doubtful ones will be fit subjects for aptitude tests and tryouts.

Turning to Type C, we will find a group who frequently are not so much trouble to advise or to train but who are a perplexity to us because of the cost of the training. This type comprises the bright high school graduates, the kind for whom a profession or preparation involving college training is the ideal goal. I suspect that if the rehabilitation work were adequately financed and were covering the greater part of the field that it ought to cover the amount spent upon this exceptional type would not seem excessive because they would not constitute an undue proportion of the total. At present, however, the tendency is for all of this type to come to our notice while the types that are not so well endowed tend to remain in obscurity.

For sometime there has been the feeling in rehabilitation circles that since the rehabilitation agency could not finance the entire four years of a college course it is not advisable to undertake any of it. I believe, however, that this is a mistaken viewpoint and that in states where the cost of this training is high the plan should still be considered of giving part of it and endeavoring to organize the rest. Nearly every college has a certain number of scholarships available as well as means of helping students either to earn or finance their maintenance. It would seem to me that the rehabilitation service has as clear-cut a duty in connection with the bright student as in connection with the dull one.

It should be remembered too if a disabled person can be helped into a profession or a calling which requires college education he will get out of the class where the competition is keenest and will have a much greater opportunity to succeed. Careful advisement is as necessary with this type as with any of the others. Even though they have shown pronounced abilities in high school it does not prove that the vocation for which they had a predilection is the logical one. Most high school students, and a great many high school teachers, have very inadequate ideas as to the requirements even for some of the better known professions. Probably the profession about which there is the greatest misunderstanding is law. In our state we have been heading off quite a number who had acquired almost an obsession they ought to enter the law. The origin of it was usually success in a high school debate. We have had a hard time disabusing them of the idea that the practice of law is chiefly a matter of debating but is instead a hard boiled business proposition involving most of the unpleasant features that the introverted type of student would like to avoid.

Some of these applicants have been sidetracked into journalism, some into professional work, or applied psychology, some into statistical work and various other lines which were more suited to them.

The ministry is another vocation which presents special difficulties to the rehabilitation agent, but for a different reason. The principle of separation of church and state makes it difficult for a public agency to train with public funds a candidate for the ministry of any particular sect. The objection does not apply so strongly when the training given is the preliminary training in such things as sociology, and public speaking, and is given at a public institution. However, the strange thing about the applicants for the ministry is that only very rarely have any of Type C been among them. The kind of disabled person who ordinarily tries to induce the rehabilitation agency to train him for the ministry is the kind that belongs to Type B and even sometimes to Type A. This is due to the survival of the feeling that the principal thing needed for the ministry is inspiration rather than intellectual preparation. There is hardly a year when we do not have two or three of this "hell bent for Heaven" variety that try to get their education from the rehabilitation agency without being able to show anything in the nature of qualifications to become spiritual guides for any portion of a community in modern America.

Much has already been said of the necessity for keeping an eye on expenses when advisement is given which require a college course for its fulfillment and a special danger is incurred when training is assumed for the first part of a college course. In many instances of other types of training when a partial course is taken and the training is broken a rehabilitation can be salvaged out of the case anyhow because the occupation into which the trainee is put, or eventually drifts, is such so as to have a carry-over from the training.

In the first part of most college courses this is not so. Colleges unfortunately are still worshiping so much at the shrine of medieval education which was first intended for a monk and later for a gentleman, or else they are so obsessed with the faculty psychology and believe their courses should be chiefly to strengthen the various mental faculties that the first two years of the typical college course as a rule have little, if any, vocational content. It is greatly to be desired that this situation be remedied, but as many a lance has been broken with the reactionaries on this subject with no avail a marked change is not to be hoped for very soon. The situation not only results in loss to the rehabilitation service as clients break training but also tends to make the training more difficult for those who stick it out. The student is eager for contact with life but he is wearied and restive under the abstract training that is usually offered him. It puts too much of an obstacle in the way of attainment of learned callings, even for the bright students.

I should not leave the impression that all of the persons belonging to Type C are going to be directed to occupations requiring college training. Other features will enter, principally, to be sure, the question of maintenance. Quite a number of our high grade applicants who take business college courses are of college caliber but have to be satisfied with the occupations which require less preparation because they have not the means to take care of themselves through a prolonged period of training.

When we take up type D we come to another of the factors that keep a rehabilitation agent's life from being a happy one. These are the persons with special abilities along aesthetic lines. The most abundant examples are those who aspire to be artists or musicians. I am certain that none of us, before he became a rehabilitation worker, realized how wide-spread is the existence, or the supposed existence, of ability along these lines. Perhaps the pretentions in the art field are more numerous and more assertive than those in the music field. After some of these inter-

views I have been inclined to vision a time when the whole world will resemble the mythical Portugasse island where the people make their living by taking in each others washings. I can see everyone in the world an artist and making his living by selling his products to the others.

Certainly in this field accurate and impartial tests of the existence of special ability are absolutely necessary. I am even disposed to believe that it should not be enough for us that the tests disclose ability but it should be required they show unusual ability. We should take much the same attitude in regard to music. Here we have the Seashore test available if the applicant does not live at too remote a place. There are two decided drawbacks to training in music; one is the great amount of unemployment in that field at present and the other is the excessive cost of the training. Both of these should be powerful motives in bringing about extremely careful advisement of applicants.

In regard to Type E it will not be necessary to expatiate. The members of this group are those who are bright but have received almost no education because their disabilities have been so severe that they have not been sent to school. As rehabilitation has been financed in the past it is quite likely we have felt we have been unable to do anything for these cases and have closed them as non-susceptible. They are usually quite responsive and if a plan can be worked out they frequently have the ability and the energy to make good.

Craft work would often be feasible but the difficulties both in finding a teacher and in finding a market are sometime insurmountable. In these cases the problem is more to find anything that the disabled person could by any stretch of possibility succeed in doing than to find out for what their abilities are most suited.

Classification into these five types I believe would prove to be quite readily feasible. I do not mean to imply that the demarkations are always very sharp, nor that there are not exceptions. I agree with Pitkin that the degree of energy will often make a great difference. It is possible, for instance, that one who might normally fall in Type B might, through superior energy or driving be able to qualify for a profession. If we could be absolutely sure of this we could modify our advisement accordingly. But it is a most difficult thing to be sure of and the amount of money involved in a college education is so great that we would be justified in directing such a client into the occupation that seems best suited to his type. If he has the drive he can make the higher goal himself, later on.

Having given all this attention to classification I wish to admit that after all it is only a convenient frame for discussing the different problems that arise in connection with advisement. Essentially advisement is an individual thing. Each case will vary, each client will call for different treatment. For some you will wish to have additional psychological tests made, particularly certain aptitude tests. For others the factors will be so clear in the history that you will not need these. I have mentioned in several papers of recent years that I thought a personality chart would prove a helpful thing in advisement. I am still of this opinion although I am not clear as to exactly the items that should be in such a chart. Many of you are familiar with the one used by Mr. Hicker in California. I recently have had under consideration a chart by Professor A. A. Wellck of the Duluth Junior College which goes into more detail on certain points.

Mr. Pitkin in his recent book has still another method of charting the personality. He lists fifty traits and arranges them on the circumference of a circle. He then plots a graph by working out from the center of the circle. It is an interesting method and I would recommend its consideration.

Finally, after all is said and done, the try-out still holds the field as a most effective method of arriving at a sound occupational choice. In this connection I was much interested in an expression by Dr. Charles M. Taylor of the Educational Records Bureau in a recent letter to me. "My feeling is that Dr. Stern of Hamburg has the right idea as have very many schools in England. They find the general field of a pupil's capacity and then put the pupil in contact with various kinds of vocational interests within the reach of that capacity to see which one attracts the pupil the most.

THE APPLICATION OF ANALYSIS IN REHABILITATION TRAINING

By CHARLES R. ALLEN

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At the beginning, I should like to congratulate those engaged in rehabilitation work on what has already been accomplished. The period of experiments is coming to a close. Necessary procedures have been fairly well identified and agreed to. Speaking as an outsider, it seems to me now that two things face the rehabilitation workers. First, that of extending the service so that it is possible to serve all of those disabled people who can be benefited by the service, and second, to give consideration to matters of efficiency. Like all new work the first problem has been to get the job done somehow. After ways and means of doing the job have become fairly established, comes the question of how the work can be carried on with an equal degree of efficiency but with the minimum expenditure of time, energy and money. I believe that rehabilitation is now beginning to enter upon the stage.

In rehabilitation work, methods of analysis can play an important part if intelligently used. Hence, I have been very glad of this opportunity to present to you the two types of analysis which seem to me likely to be of the greatest value.

Vocational training forms one necessary step in the chain of contacting, diagnosing, prescribing, training, and placing. From the standpoint of training alone, which is all that this paper considers, it seems to me that the rehabilitation agent has three responsibilities:

1. To check as to progress since each individual will progress through the various jobs comprising the occupation for which he has been trained, according to his native ability, his past experience, and other functioning factors.
2. To check as to the quality of the training; that is, the degree to which the training as he secured it is the best training to fit him for the occupation, as indicated by the prescription.
3. To check on the efficiency of the training. By efficiency is meant securing the desired results with a minimum expenditure of time, energy and money, and the term is used here in the same sense that it would be used by any engineer.

In discharging these responsibilities several kinds of analyses can be used to advantage. Check as to progress can be greatly facilitated by use of the job and content analysis, while check as to efficiency can be secured through the application of certain efficiency factors which are themselves derived from an analysis of the generally known weak points in vocational training. Quality of training, or its operating efficiency must at the present time be determined very largely by the occupational standing of the training agency, although theoretically it should be possible to evaluate it through the use of suitable selected factors. Unfortunately, at the present time, such factors have not yet been developed.

JOB ANALYSIS

Any occupation can be broken down into a series of jobs which are recognized within the occupation, and each of these jobs in turn can be broken down into a series of subsidiary divisions which may be termed operations, although they are sometimes termed skills. The term "job analysis" is commonly applied to the result of such a breaking down of individual jobs into

operations or skills. These operations be still further subdivided into what may be termed operating points, and operating points may in turn be classified as either mechanical or human.

In practically all jobs we have a partnership between the tool or machine and the worker. The analysis into classified operating points is frequently of value, as showing what portion of the work necessary to the doing of the job is carried on by the worker and hence becomes content training. The machine is already trained to do its part; the worker has to be trained to do his part.

Content Analysis

The purpose of content analysis is to secure an accurate inventory of the related technical content which would be included in any given training course. This content is usually classified under certain headings. The accompanying chart shows a section of the analysis of certain type jobs in the machinist's trade, taken from Bulletin No. 52, Federal Board for Vocational Education.

Evidently such an analysis can be used to great advantage in checking the degree to which the learner is being given the actual functioning related content of the occupation for which he is being trained. One of the great dangers, particularly in placement training, is that the learner will be taught skills, but will not be taught related technical content. This situation is well illustrated by the alleged story of Mr. Dugan. The story goes that a new vice president on the New York Central Railroad, wishing to improve the morale of the operating force, issued instructions that there should be dug up the oldest employee on the railroad. In due time, it was reported that a certain Mr. Dugan had been in the employ of the railroad for over 40 years. A dinner attended by the high officials of the company was organized in New York, Mr. Dugan was brought down from his job, and dressed up in the "soup and fish" in which he was exceedingly uncomfortable and was given the place of honor at the dinner. At the proper time, the vice president made a speech extolling the fidelity of the operating force, and pointed to Mr. Dugan as a shining example of fidelity to the interests of the company and, according to the story, the following dialogue occured:

"Mr. Dugan, how long have you worked for this railroad?"

"Over 40 years."

"You have worked over 40 years for the railroad?"

"I have, sir."

"Now, gentlemen, here is Mr. Dugan who for over 40 years has faithfully performed the duties of his job. Let that be an example to all of us. Mr. Dugan what is your job?

"When the train comes in, I takes my hammer and I goes down the line and I hits every wheel a crack."

"And you have done that for 40 years?"

"Yes, sir."

"By the way, Mr. Dugan, why do you hit those wheels?"

"Darned if I know."

Now it might be said that Mr. Dugan was well trained in skill, but distinctly lacking in related technical knowledge.

Institutional vs. Placement Training

I think it will be found in general that in institutional training there is a likelihood of better training on the technical side than on the skill side, whereas in placement training the weak spot is liable to occur in he technical side of the training; hence, the content analysis of the type shown in the chart can be very effectively utilized, particularly in placement training as a check on the degree to which the trainee is actually being given the functioning technical knowledge which he should get in order to be an intelligent and competent worker in the occupation for which he is being trained.

Sample of Job Analysis

As a sample of the method of procedure in making such analysis, let us take such a job as "Lighting a pipe." The job analysis would go somewhat as follows:

Operation 1. Reach into pocket.
2. Grasp box.
3. Withdraw box.
4. Turn box into position for opening.
5. Push box out of case.
6. Grasp match.
7. Close box.

CHART No. M—5.

ANALYSIS OF MACHINIST'S TRADE.

(Progression factors: Complexity, number of operations, and fear.)
MILLING—PLAIN AND UNIVERSAL MILLER

Checking level.	Type job specifications.	Objective.	Auxiliary information.	Trade mathematics.	Trade drawing.	Trade science.
1	Removing stock, rough milling plain cutter on C. I. or brass (no oil). Machine is set for speed, feed, and depth of cut, fixture for holding work set up and machine oiled by instructor; cutter on.	Man can operate the machine on light work calling for no accuracy as to dimensions. He can start and stop the machine, put in the work and take it out.	Names of machine parts which he has to use, tools, operating terms, safety precautions, care of tools and equipment.		No drawings. Verbal directions given by instructor.	Use of screw to produce linear motion; use of cone pulley.
2	Milling to accurate depth, using vertical micrometer screw for depth cut. Width of cut limited to width of cutter and depth of cut limited to the amount that can be taken at one cut. Man sets cutter and oils machine. Material, cast iron or brass, work held in fixture.	Man can do any job calling for a single cut to the ordinary limits of accuracy of the machine. He can take care of his machine and set his machine for estimated feeds by guess. He can do this class of work on cast iron or brass.	Additional names of parts of machine, names of tools, operating terms; recognition and some knowledge of working properties of cast iron and brass. Safety precautions (shifting belt). Additional care of tools and equipment due to vertical adjustment of work.	To locate the center of the cutter at a given distance from a given line. Devices: (a) By trial and error, using steel scale. (b) By calipers without use of scale. (c) By use of rule for approximate setting and use of trial and error by calipers for the final adjustment. Linear measurement inch; scale divisions to .. inch. Decimal equivalents 1/2 to .. inch by 64ths by table. Reading micrometer, using revolution constant.	Taking off linear dimensions from single view sketch which shows the shape of the job.	Use of screw for accurate measuring. Lubrication; use of screw for clamping purposes; use of cone pulley for controlling speed. Principle of the universal joint and telescoping shaft for driving shafts not in line "Blacklash."
3	Milling to accurate depths, requiring more than one cut and to widths greater than the width of cutter used, including overlap-	Man can do any kind of a job of plain milling on any ordinary kind of metal. He understands when to use and when	Additional terms, names of parts connected with transverse feed, and care of tools and equipment. Recognition and knowl-	Linear measurements. Addition of several decimal readings of scale to equal a given dimension.		Use of gears to change relative r. p. m.; use of cutting lubricants.

8. Hold box in striking position.
9. Hold match in striking position.
10. Strike match.
11. Match lights.
12. Apply match to pipe.
13. Tobacco ignites.
14. Puff.

This job, therefore, consists of some 14 operations which of course are usually performed unconsciously. Of these, two, the lighting of the match and the igniting of the tobacco, would be mechanical. The others would be human. Hence, if I were teaching this job I would have to see that the proper skill was secured on 12 out of the 14 operations.

Technical Content Analysis

Taking the same job, I find that I have to know the construction of the box, how to hold it so that the open top of the box will be up so the matches will not spill out. I have to know which end of the match is the striking end and which part of the box has the igniting compound on it. These items would be included in the technical knowledge which goes with that job. This technical knowledge could, of course, be classified under such headings as science, mathematics, drawing, etc., as indicated on the char. for the analysis of machine shop work.

Methods of Securing Analysis

In the carrying out of these analyses several methods of varying efficiency have been developed. The first may be called the observation method, where the analyst observes an expert worker and from his observation determines skills and technical content. This is the least efficient method. As a matter of fact, it is doubtful if it has any actual value. The second method consists in having the analyst himself master the job. This is undoubtedly a highly efficient method but also very expensive. The third method consists in making it possible for the analyst to sit down with a group of occupationally competent workers and secure from them the information necessary for the making of the analysis. This is practically the most efficient method and it is the one which is now generally in use by the Federal Board in the making of analyses.

Auxiliary Information

In addition to the specific technical content there is usually certain other information which is a direct asset but which does not always apply specifically to any one job but does apply in the practice of the occupation. Assuming that the occupation in question is that of the pipe smoker and using the illustration above, I would have to know the appearance of various kinds of matches such as the safety ,the snap, and the so-called "eight-day" match. I would have to know that the head of a match is liable to fly and burn the hand. The first might be classified as knowledge of stock and the second, as a safety precaution. It is customary in content analyses to list out not only the directly functioning content on each job which, if secured for all jobs, constitutes the specific technical content of the occupation, but also to make an inventory of the auxiliary information under such general headings as "Knowledge of stock", "Safety precautions", "Names of tools and other pieces of equipment", "Knowledge of working properties of material" (safety match, snap match, 8-day match), etc. The complete list of classification headings as usually used in Federal Board work is as follows:

Drawing
Mathematics
Occupational intelligence
Occupational terms
Occupational science
Knowledge of materials
Safety precautions
Care of tools and equipment

Efficiency of Training

The efficiency of any specific vocational training course is determined by two things. First, the efficiency of the administrative set up or, if you like, the character of the machine which has been set up for getting the job done. This may be called the administrative efficiency. Any administrative set up immediately limits the maximum possible efficiency. Granting, however, any degree of efficiency as controlled by administration, the actual operating efficiency cannot exceed that limited by the administrative efficiency and, as a matter of fact, they always fall below it to a degree determined by the character of the personnel and their equipment for doing the work. For the purpose of measuring the efficiency of the administrative set up of a given course, there have been set up certain evaluating factors. These factors when worded in terms of vocational rehabilitation are as follows:

*Factors for Evaluating Specific Vocational Rehabilitation Program**

A. A specific vocational rehabilitation program will be efficient in proportion as the individual is able to master the instruction and is able to practice successfully the occupation at the close of his training.

B. The subject matter to be taught must be such as directly functions in the special occupation for which the rehabilitant is being vocationally trained.

C. Instructors must have been occupationally trained in the occupation which they are employed to teach and should be familiar with the elements of the effective use of teaching procedures, methods and devices.

D. Individual instruction should be provided wherever necessary to the progress of any rehabilitant.

E. Each individual rehabilitant should be permitted to progress as rapidly as his or her ability will permit and exploitation of the rehabilitant should be prevented.

F. Effective rehabilitation training can best be given on real jobs.

G. All subject matter and training should be arranged so far as possible under working conditions in an order based upon a recognition of learning difficulties.

H. The rehabilitant while being trained should be placed in an occupational atmosphere and environment.

I. All instruction and training should be based upon prevailing occupational standards.

J. Repetitive training in the various occupations should be given such as will enable the rehabilitant to begin work on a basis of full competence on the particular job or level for which he is being trained.

K. Efficient provision should be made for placement and follow-up of rehabilitants subsequent to the completion of their training.

L. Whether trained institutionally or by placement, efficient use should be made of educational procedures, methods and devices with regard to (1) character of the teaching job, (2) characteristics of the individual, and (3) the working conditions.

According to the degree to which any given set up for providing vocational training to a rehabilitant meets these factors to a maximum degree, we have administrative efficiency. These factors have been very largely tried out in various fields of vocational education with very satisfactory results and there would appear to be no reason why a rehabilitation agent cannot apply these same factors to either institutional or placement training. A description of the detailed procedure in making such an efficiency survey will be found in "Efficiency in Vocational Education" by Wright and Allen. It will suffice here merely to point out that using these factors or similar factors and following procedures outlined in that book, a rehabilitation agent will readily de-

**Modified from factors given in "Efficiency in Vocational Education", Wright and Allen.*

termine the relative degree to which the particular way in which rehabilitation training being provided for a given rehabilitant is or is not reasonably efficient.

A VISION

NELLIE M. WINCHESTER
Washington, D. C.

Sometime between midnight and dawn, when ghostly visions come as unwelcome guests and sit beside the restless sleeper, I dreamed I stood beside a mighty chasm, riven by some convulsion of nature, whose distant walls seemed to pierce the somber skies.

Venturing timidly to the brink I looked into its depths and saw with horror, borne upon the crest of the rushing torrent were maimed and blind, swept with piteous cries for help.

One held aloft a mangled, bloody stump; his family, little ragged, famished children clung to him; a mother lifted her crippled child in silent appeal; a man with blinded eyes; and so they were carried by on the crest of the torrent.

I turned away sick at heart and plucked the sleeve of a passer-by. "What is this" I said, and he answered "It is the River of Desolation. It has borne its freight of human wreckage since the memory of man". He paused and said "There is a legend that once many thousands of years ago a man walked among these people and healed them, but this is almost forgotten." He turned away.

Again I resumed my contemplation of the pitiful human freight.

Suddenly I seemed to feel a presence beside me, turning I beheld a gracious and benign figure, ample of proportions and bearing upon her serene brow the seal of motherhood of nations.

I said, "Art thou of earth?" She pointed to her breast across which was written "REHABILITATION."

She spread her arms with a gesture of infinite love and pity over the thronged waves of the River of Desolation. The chasm was filled with light. The crippled and blind climbed the steep ascent and joined the passing throng with happy faces.

I awoke: —The sun was shining in my window—a blind beggar led by a little dog passed by.

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Book Reviews

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Reid and Higgins

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The tendency among woodworking teachers is to make increased use of text-material and this book deserves a place among the best.

H. G. McComb.

At the Convention

Visitors to the New York convention will find many new publications of interest on display at the booth of John Wiley and Sons, Inc. Of special appeal to those engaged in industrial education is Howard Lee Davis' "The Young Man in Business." The word "industry" might easily be substitued for "business" and still retain the meaning of the author. Mr. Davis as Director of Technical Employment and Training for the New York Telephone Company is ideally suited to advise young men as to what they may expect when they leave school to go to work. For the teacher who wants the background of Vocational Education, no book is better suited than Sears' "Roots of Vocational Education." In electricity, there is good news for the teacher who is strong for "Gimbie". A brand new, uptodate edition of the "Essentials" is now available. Duncan's "Foundations of Radio" will be found well suited to courses in electricity grooming the student for a future in radio. Other books for every variety of course in industrialeducation, home economics, and agriculture are on display. And one more word of advice—don't fail to look up the books of Director J. C. Wright and C. R. Allen. Every supervisor should know these books—likewise those by Professor Theodore Struck of Pennsylvania State College. If you want to be uptodate and on to your job include the Wiley booth in your wanderings about the exhibits.

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FINDING THE NEEDS OF THE WORKING GIRL IN THE RURAL DISTRICT AND MEETING THESE

Continued from Page 31

How many members in your family? Their ages?

Do you sell cream, butter, eggs?

Who does the dairy work in your home?

How do you use your "butter and egg" money?

What are your own jobs at home?

What vegetables do you use often? and many others of a similar nature.

These questions and the comments and discussions they raised were very enlightening. I had seen that many of the girls were underweight and about three were overweight. The questions based on diet revealed the reasons for some of these cases. I learned that the girl with the baby was living with her parents because she just couldn't get all her own work done and take care of the baby at the same time although her husband was away from home most of the week. The baby was not gaining as she should. Most of the girls were discontented in their homes. They were eager to help their mothers whenever they could but the work seemed so hopelessly endless. Their appreciation of their homes was rather half-hearted. They were very hospitable but sometimes rather shy of their guests. For their younger brothers and sisters they assumed a great share of responsibility but were not always successful in gaining their cooperation.

Their needs were quite evident. 1. They would certainly be benefited by work in health and nutrition in relation to the entire family. These girls were responsible for very much of the meal planning and preparation in their homes. They were rather skilled in cooking but knew nothing of proper nutrition. 2. A knowledge of home planning and management would help them to rearrange their homes to save steps, to arrange their work to save time, to arrange their equipment to save energy. 3. Child care would be put to immediate practical use in their dealing with the younger children at home. 4. This would lead right into social and family relationships. The girls needed a clearer insight into the significance of the family and a keener perception of their own places in the family. Their realization of their responsibilities was in most cases not as lacking as was an appreciation of the real and vital place they could fill in their homes if these responsibilities were well met. 5. And because every girl is always interested in making herself attractive she should be instructed in clothing selection and construction.

The discovery of the needs is one of the easiest of the part time school teacher's tasks. The presentation of the necessary material is a great deal more difficult. There is nothing compulsory about attending school for these girls. They come when they feel that they gain by coming and only then. The entire day from 9:00 A. M. until 3:30 or 4:00 P. M. is spent under the teacher's constant supervision. It must be planned to promote continued interest and to dispel monotony. There must be time for very informal talking with the girls to give opportunity for their voicing their real wants. Through these talks the teacher can best see the results of her work and also see further possibilities for its continuance in the future.

One of the greatest difficulties in meeting the needs is finding the teacher with the necessary knowledge, sympathy and understanding to fill the requirements.

WHAT THE FOREMAN SHOULD KNOW ABOUT MENTAL HYGIENE

Continued from Page 41

the most constructive compensation possible where it is necessary. I worked with a boy for a long time once who compensated on the intellectual level for physical illness. He never took part in athletics, he felt that he was too weak and too inferior physically to other boys to do this. Instead of developing himself physically he read about great athletes and soldiers and day dreamed that he was like them. Upon examination it was found that he could do a great deal more physically than he had ever been led to do, and that this extreme compensation was not necessary and not particularly healthy. Theodore Roosevelt is an example of a person who found this fact out in some way when he was very young. We know that as a young man he was very ill and had to go West because of lung trouble. He set about at that time to develop himself physically, and we see the result of this effort in many of his characteristics and behavior patterns.

There are many other mechanisms that might be described here if time would permit. However, I believe that the examples I have given you will serve to point out this phase of human behavior. In summing up we may say that if industry is going to make the best use of the people for whom it is responsible, it must consider the physical health of the workers, their placement on the basis of intellectual ability; and it must be concerned whether or not its workers are having an opportunity to live out their lives, to fulfill their great needs in desirable and constructive ways. The industrial executive must keep in mind always that

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INDUSTRIAL ARTS PROGRAM

The following announcement came in too late to be placed in its proper place in the program.

Friday forenoon, December 11

Chairman: Arthur B. Mays
Professor of Industrial Education
University of Illinois,
Urbana, Illinois

1. Training Youth for a Socialized Industry.
   Speaker: Earl L. Bedell, Associate Director of Vocational Education, Detroit, Michigan.

2. The Development of a State Program of Industrial Education.
   Speaker: Roy G. Fales, State Supervisor of Industrial Arts, Albany N. Y.

3. The Improvement of Industrial Arts Teaching.
   Speaker: C. F. Bauder, Director of the Division of Industrial Arts, Philadelphia, Pennsylvania.

INDUSTRIAL ARTS LUNCHEON

Chairman: Dr. William E. Warner,
Associate Professor of Industrial Arts Education,
Ohio State University.

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12:00 Noon Friday, December 11, 1931, Hotel Governor Clinton, 7th Ave., and 31st Street.

Secure Tickets at Registration Desk.

Saturday forenoon, December 12.

Chairman: Clyde A. Bowman,
Dean of the School of Industrial Education,
Stout Institute, Menomonie, Wisconsin.

1. Progress Report of the Committee of Standards in the Industrial Arts.
   Committee: Dr. William T. Bawden, Chairman
   Editor of the Industrial Education Magazine
   Peoria, Illinois
   C. F. Bauder, Director Division of Industrial Arts,
   Philadelphia, Pennsylvania.
   Clyde A. Bowman, Dean of the School of Industrial Education,
   Stout Institute, Menomonie, Wisconsin.
   E. E. Ericson, Director of the Division of Industrial Education,
   State Teachers College, Santa Barbara, California.
   R. W. Selvidge, Professor of Industrial Education,
   University of Missouri, Columbia, Missouri.

2. Progress Report of the Committee on Tests and Measurements in the Industrial Arts.
   Committee: Roy R. VanDuzee, Chairman
   Supervisor, Industrial Arts Department,
   West Allis Public Schools,
   West Allis, Wisconsin.
   Earl L. Bedell, Associate Director of Vocational Education,
   Detroit, Michigan.
   Joseph H. Constantine,
   Director of Vocational Education, Passaic, New Jersey.
   George B. Cox, Professor of Industrial Education,
   Oregon State Agricultural College, Corvallis, Oregon.
   William Hunter, Head of the Department of Industrial Education, Ames, Iowa.
   Louis V. NewKirk, Industrial Arts Department, Chicago Normal College, Chicago, Illinois.
   John J. Metz, Editor of the Industrial Arts and Vocational Education Magazine, Milwaukee, Wisconsin.
   Homer J. Smith, Professor of Industrial Education,
   Minneapolis, Minnesota.
   George K. Wells, State Supervisor of Industrial Education,
   Indianapolis, Indiana.

behavior is symptomatic, that nothing can be done for the individual by merely doing something to his immediate behavior and his immediate symptoms; but that the job lies in trying to find out how he is living out his life on all sides so that he may function most effectively.

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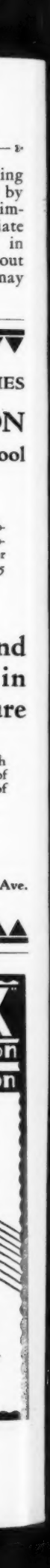
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